



PRIMARY SCHOOLS
&
THEIR TEACHERS
IN
WEST BENGAL

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UNIVERSITY OF CALCUTTA
1974



Beo4134



PREFACE

That the field of education in our country is thronged with many acute problems is only too well known. Keen interest is being evinced by the people all over the country in educational reforms. Although continuous efforts are being made since independence to provide greater educational facilities to larger number of students, a lot more remains to be done—particularly in the field of elementary education. Proper planning for expansion and improvement in the field of primary education should be based on data relating to facilities for study and work that are available in existing primary and junior basic schools, management of these institutions, availability of instructional materials, conditions under which teachers of such schools live and work etc. It is with this object the Department of Statistics, University of Calcutta, undertook this survey.

The survey was initiated in March, 1969 with a grant from the National Council of Educational Research and Training, Govt. of India. The original idea was to complete the project within one year. But due to unusual political situation prevailing in West Bengal and natural calamities, field work had to be continued till the middle of 1971. The report was submitted to the National Council of Educational Research and Training in March, 1972. The Ministry of Education, Government of India, is anxious to finalise a uniform pattern of education throughout India in the near future. Due to urgency of this fact the report is being circulated under confidential cover to the Council, the Planning Commission, the Central and State Governments and other concerned institutions for their use.

The authors record their deep sense of gratitude to the National Council of Educational Research and Training for financial assistance without which the survey could not have been completed. Sincere thanks are due to teachers and authorities of elementary schools surveyed for their help and co-operation extended to field investigators. The authors are also grateful to Shri H. B. Majumdar, Deputy Director of Public Instruction West Bengal, Shri S. P. Chatterjee, Deputy Chief Inspector, Primary Education, West Bengal and Inspectors/Inspectresses of schools in different

districts of West Bengal for providing valuable suggestions and for supplying useful information from their offices. The authors wish to acknowledge the help rendered by Shri A. Majumdar, I.A.S., Shri P. Ghosh, W.B.C.S., Dr. B. Baral and Sri N. Patra in organising training camps in different districts. Grateful thanks are due to Sri S. Ganguly and Sri P. Mullick for their able assistance in all stages of the survey from planning through tabulation to analysis. Thanks are also due to Shri D. Bhattacharyya for his help in organisation of field work and in processing of data. The authors wish to record their appreciation of constant help of Sri P. K. Mitra in office management. The authors wish to thank Sri P. Jana, Sri T. K. Ray Chaudhuri, Sri K. Sarkar, Sri R. Bera, Sri A. Sarkar and Sri P. Sarkar for their sincere work and co-operation. Last but not the least, the authors take this opportunity of expressing thanks to their colleagues in the Department of Statistics, Calcutta University, and to senior administrative officers of the University of Calcutta, for their help at various stages of the survey.

It will be gratifying to the authors, if the findings of the survey prove useful in connection with the planning of expansion and development of primary education in the country.

Calcutta
October, 1972

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Previously submitted to the N.C.E.R.T. in a mimeographed form, the report is now being printed with the assistance of the N.C.E.R.T.

August, 1974

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PART THREE—TABLES



PART ONE
INTRODUCTORY NOTES

FREE AND COMPULSORY PRIMARY EDUCATION IN WEST BENGAL

In 1968 the Government of India enunciated its national policy on education. Amongst others the first principle was :

“Strenuous efforts should be made for the early fulfilment of the directive principle under article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age of 14.”

Though it is an accepted fact that illiteracy is the greatest single barrier to economic and social progress in the country still in India in spite of the adoption of the national policy on education, the number of illiterates has increased by 88 millions during (1951—1971) period. West Bengal particularly cuts a very sorry figure in this respect. According to the census report of 1971 West Bengal stands 12th in the statewise list of literacy in India whereas in 1951 and 1961 its position was 5th and 2nd respectively.

At the last meeting of the Central Advisory Board of Education held on the 18th September, 1972, it was decided that universal and free primary education should be provided for all children (age group 6—11) as soon as possible, in every state and union Territory and preferably by 1975-76. If owing to heavy backlog in development, this time limit proves unattainable in any state, some extra time may be given to the state concerned, but under any circumstances, the programme should be completed by all states and union territories by the end of the Fifth Plan. In regard to the children in the age group 11-14, it should be possible to bring them all under education either on a fulltime or on a part-time basis by 1980-81.

If this goal is to be realised it will be necessary to enrol all children of the age 6 in class I in 1973 and to continue such enrolment every year and further to ensure that every enrolled child shall continue to study on a wholetime basis. For implementing the above, certain modifications in the system of primary education have to be accepted :

- (1) Instead of a single entry there should be multiple entry in the primary schools at 6 +, 11 + and 14 +.

- (2) A programme of part-time education should be introduced in order to cover all children who have to work and cannot attend on a whole-time basis.

The task is obviously stupendous and will have to be attempted in three phases which will have to be simultaneously pushed.

The first phase is Universal provision of schools, the second is that of Universal enrolment and the third is that of Universal retention. We shall try to discuss the above scheme with regard to West Bengal.

Table—1. Literacy rate (including population in age group 0—4) of India and West Bengal, 1971.

Percentage* of literate and educated persons.

	Males	Females	Total
Urban	62.01 (61.28)	47.84 (42.26)	55.93 (52.49)
Rural	35.80 (33.76)	15.02 (13.17)	25.72 (23.74)
Total	42.81 (39.45)	22.42 (18.72)	33.20 (29.46)

* For India figures are given in brackets.

The above table gives the literacy rates of India and West Bengal region-wise namely urban and rural. It may be seen from the table that the figures for West Bengal are slightly higher than the national figures but we are far behind the advanced group of states e.g. Kerala, Tamil-Nadu, Mysore, Maharashtra and Gujarat. In ten years (1961-71) we failed to improve our literacy rate compared to others.

In order to review this fact and also to suggest some remedial measures a fact finding survey of Primary schools and their teachers was undertaken by the Department of Statistics, Calcutta University.

When this survey was initiated in March, 1969 there were in all 33457 primary and junior basic schools in the State. Out of this 1432 primary and 103 junior basic schools were selected randomly from different districts of West Bengal having proportionate representation in the sample. From the facts stated below facilities available as well as quality of education in primary schools will be abundantly clear.

Primary schools are mostly co-educational particularly in rural areas. Nearly half of rural primary schools work with 100 students while in 45% of urban primary schools roll strengths vary between 101 and 200. Many primary schools are housed in kutchha or improvised buildings in rural areas. About 10% of them are located in buildings made available through the courtesy of charitable institutions. In one third of the total primary schools, there is only one room within which all four classes are held.

Students sit on floor in sizeable percentage of rural schools and in a moderately large percentage of schools in urban areas. This overcrowding in one room is prejudicial to effective teaching. Sanitary arrangements do not exist in most of the elementary schools, even drinking water is not available in many primary schools in rural areas and in some schools in Calcutta.

To make lessons more impressive to children, teaching aids and accessories like globes, maps, models and books should be made available to the students of primary schools. Unfortunately these are grossly lacking in many of the institutions. Many schools do not possess even one blackboard; seventy five percent of primary schools in rural areas and sixty six percent in urban areas do not possess any books either for the students or for the teachers.

Dearth of qualified and competent teachers has been a major impediment to the successful teaching in elementary schools. About 25% of the teachers working in rural areas are not even matriculates and a considerable portion out of them have no formal training in methods of teaching. In one district the percentage of non-matriculate teachers is as high as 50%. The detailed figures are given below.

Table—2. Percentage of Non-matriculate teachers in Rural Primary Schools in West Bengal.

Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapur
17.5	43.4	26.2	23.8	29.3	23.9	27.1
Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	
28.1	24.6	50.4	36.8	33.5	36.3	
Murshidabad	Jalpaiguri		Total			
28.0	26		28.5			

The average number of teachers in a rural primary school is less than two in Darjeeling and Purulia. In about 10% of rural primary schools there is only one teacher, percentages of one-teacher schools in the rural areas of Purulia, Murshidabad, Jalpaiguri, Darjeeling, Bankura, Coochbehar and Malda are respectively 42.0, 23.7, 21.4, 20.0, 13.9, 10.7 and 9.8.

A short account of the existing condition of the primary schools has been depicted above. The first and the foremost task will be to introduce radical measures so that the quality of instructions to be imparted in elementary schools may improve. The radical measures include employment of qualified teachers, availability of teaching aids and accessories and the improvement of physical facilities.

The total number of Primary schools existing in 1969 in the rural areas of West Bengal was 29673. This has proved to be inadequate for universal elementary education in 1971. More schools are needed to cope with the needs for compulsory primary education. From the census age groups namely 0—4, 5—9, 10—14, population total in the age group 6—11 can be obtained for each district. These estimates are divided by the average roll strengths to get the required number of schools. From this the number of teachers needed may be calculated. The following table gives the number of schools and teachers required to ensure compulsory education for the age group 6—11.

Table—3. Number of schools and of teachers existing in 1969 and estimated to ensure compulsory education for age group 6—11.

District	1. Number of schools			2. No. of teachers estimated on the basis of	
	a) Exist- ing	b) Esti- mate	c) % increased	i) 3 teachers per school	ii) 4 teachers per school
Howrah	1379	1523	10.4	4569	6092
Darjeeling	547	1085	98.4	3255	4340
Hooghly	1878	2531	34.8	7593	10124
Burdwan	2275	3669	61.3	11007	14676
24-Parganas	3933	7789	98.0	23367	31156
Nadia	1472	2905	97.4	8715	11620
Midnapore	5938	7730	34.2	23190	30920
Birbhum	1418	2932	93.7	8796	11728
Bankura	2327	4669	100.6	14007	18676
Purulia	2194	4082	86.1	12246	16328
Malda	1065	2867	169.2	8601	11468
W. Dinajpur	1463	2784	90.3	8352	11136
Coochbehar	1045	1660	58.9	4980	6640
Murshidabad	1651	4464	170.4	13392	17856
Jalpaiguri	1088	1667	53.2	5001	6668
Total Rural	29673	52357	76.4	157071	209428
Total Urban	3784	6008	58.8	18024	24032
Total	33457	58365	74.4	175095	233460

From the table it is clear that to cope with the needs for compulsory education an estimated total of 58,357 schools in rural areas and 6008 schools in urban areas will be necessary i.e. additional 75% of the existing rural

schools and 60% of urban schools should be established in the state. For the additional schools about 142,000 more teachers will be required. At the existing rate of payment the additional expenditure for teachers and contingencies only will be approximately Rs. 3 crores for the first year. The expenditure will increase in subsequent years.

At the primary and middle school stages a good deal of additional investment would be necessary for programmes of qualitative improvement. It is proposed to introduce work experience course I—VIII. The programme will need training of teachers and provision for equipments. For improving science teaching at the primary stage we need a step by step programme and trained teachers. We have to carefully examine the quantitative and also the qualitative aspects of this scheme and then the total financial commitment may be worked out. Only for examination total expenditure is expected to be Rs. 65 crores in West Bengal.

For the country as a whole the Ministry of Education has estimated additional full time enrolment in the Fifth Five Year Plan in classes I—V which would be roughly 141 lakhs. If we need 3.5 lakhs of additional teachers annually the full time enrolment in classes VI—VIII would be 73 lakhs and thus we need 2 lakhs of additional teachers. The total cost of the quantitative and qualitative programmes to provide a decent school education for India has been estimated as Rs. 4555 crores (Rs. 290 crores for expansion and Rs. 365 crores for quality).

We have so far discussed only the first plan namely universal provision of schools. We have to consider along with it the other two phases namely universal enrolment and universal retention.

Many of non-attending children may be classified as girl and children from weaker sections of the community. State Education Department should look after the enrolment and attendance of these groups. If necessary suitable laws may be enacted for this purpose.

Universal retention is another serious problem. Out of every 100 children that enter in class I only 40 reach class V and 25 reach class VIII. The drop out rates are higher for girls and so-called castes. Sufficient steps should be taken to ensure that these drop out rates are reduced to minimum. Some incentives may be given to children of economically and/or socially backward families in order to prevent their dropouts before the completion of the primary or basic course.

A vidually oriented system of education can facilitate and promote social change and contribute to economic growth. Since independence very little has been done to provide better education to larger numbers on more uniform patterns. At the time of independence literacy rate in India was only 12 per cent in 25 years this rate has only increased to 29.46 per cent. When article 45 of the constitution was adopted in 1950 the expectation was that the provision of universal education in the age group of 6-11 could be done in 10 years. But even after 20 years we are far behind our objective. Let us hope that during the fifth Five Year plan it will be possible to remove illiteracy from the country by the determined efforts of the Government and the people.

Extract from

**THE WEST BENGAL PRIMARY EDUCATION BILL
1973**

(As passed by the Assembly on the 5th May, 1973)

WHEREAS it is expedient to make better provision for the development, expansion, management and control of primary education with a view to making it universal, free and compulsory;

It is hereby enacted in the Twenty-fourth Year of the Republic of India by the Legislature of West Bengal

Free and Compulsory Primary Education

Every Primary School Council shall prepare in accordance with such directions as may be given by the Director this behalf a scheme for the entire area within the jurisdiction of the
PREPARATION OF SCHEME Primary School Council or any part thereof to provide compulsory primary education for children ordinarily residing within such area and shall submit the scheme to the Board which shall send it with its observations to the Director within such time as may be specified by him.

The scheme referred to in section 79 shall be in such form as may be prescribed and shall contain the following particulars namely:—

- Particulars of Scheme**
- (a) The area in which primary education shall be compulsory with population ascertained at the last preceding census;
 - (b) The approximate number of children in such area classified according to age, sex and mother tongue;
 - (c) A list showing thereon the number of existing primary schools classified according to the language in which instruction is given in such schools, the location of such schools, the number of teachers and students in each such school and the accommodation available for enrolment therein.

1. a list showing the number of new primary schools proposed to be opened, situated according to the language in which instruction is proposed to be given in such schools. The list shall also show the number of teachers and the staff that would be required and the accommodation that would be available in such schools;
- the revenue and other financial aspects of the scheme
- (f) a sketch map of the area to be covered by the scheme showing therein the area of each thana or ward, location of existing primary schools and the proposed new primary schools;
- g) and other particulars may be prescribed.
1. The State Government may after such enquiry as it may consider necessary sanction with or without modification the scheme submitted to it under section 29 and the scheme so sanctioned shall be published by notification and shall come into force from such date as may be specified by the State Government in the notification.
2. Every scheme of free and compulsory education sanctioned under the West Bengal Primary Education Act, 1961 and in force in any area immediately before the commencement of the Act in such area shall be deemed to be a scheme sanctioned under this Act.
1. A scheme sanctioned under section 21 may from time to time be modified by the State Government or with the approval of the Primary School Council of the State Government by the Primary School Council of the State Government over the area covered by the scheme and when a scheme is so modified, the modified scheme with reasons for making the modification shall be published by notification.
2. The State Government may by order in writing stating the reasons therefor temporarily suspend a sanctioned scheme.
3. When a sanctioned scheme is temporarily suspended by an order under subsection 2, the State Government shall give the Primary School Council concerned an opportunity of stating its views on the order and after considering the views of the Primary School Council the State Government may revoke the order temporarily suspending the scheme or withdraw the scheme and direct the Primary School Council to prepare a fresh scheme.



(1) When a scheme sanctioned by the State Government comes into PRIMARY EDUCATION force in any area no fee shall be charged in respect of any child attending a primary school in such area managed or aided by the Primary School Council.

(2) Primary Education shall continue to be compulsory and no fee shall be charged by any primary school under public or private management in the area in which primary education was declared compulsory under the Bengal Rural Primary Education Act, 1930.

1. It shall be the duty of a Primary School Council to cause to be LIST OF CHILDREN prepared within a period of three months from the date of coming into force of a scheme and in such manner as may be prescribed, a list of children in the area covered by the scheme and the Primary School Council shall cause the list to be revised at such interval as may be prescribed.

(2) The State Government may by order extend the period for the preparation of the list referred to in sub-section (1).

(3) It shall be the duty of the teachers and other staff of a primary schools managed or aided by the Primary School Council to assist in the preparation or revision of the list referred to in sub-section (1) in the manner indicated by the Primary School Council. The Primary School Council may with the approval of the State Government also appoint other persons including Inspecting Officers and other employees of the State Government including teachers for the preparation or revision of such list.

4. There shall be a Welfare Committee for each primary school. WELFARE COMMITTEE The Welfare Committee shall be constituted by the Primary School Council and shall consist of the following members namely:

- a. the head teacher of the primary school;
- (b) one assistant teacher of the primary school elected by teachers other than the head teacher thereof from amongst themselves;
- c. four guardians elected in the prescribed manner by parents of the students reading in the primary school from amongst themselves;
- d. one person interested in education nominated by the Primary School Council concerned; and



(e) where the primary school is situated within the jurisdiction of—

- i. A *Gram Panchayat* or person elected in the prescribed manner by the members of such *Gram Panchayat* from amongst themselves;
- ii. the Corporation of Calcutta or a municipality one person elected in the prescribed manner by the Councillors of the Corporation of Calcutta or by the municipal authority of such municipality as the case may be, from amongst the persons residing within a distance of sixteen hundred metres from the premises of the school.

Explanation—In this clause the expression 'municipal authority' has the same meaning as in section 76.

2. There shall be a Chairman and a Secretary of the Welfare Committee elected from amongst the member referred to in clauses c and d and (e) of sub-section (1).
3. The head teacher of the school concerned shall be the Assistant secretary of the Welfare Committee.
4. If a Welfare Committee is not formed within six months from the date on which the Act comes into force in any area in which the primary school is situated the Primary School Council shall appoint an ad hoc Welfare Committee with four nominated guardians and the head teacher as members. Such ad hoc Committee shall function until a Welfare Committee is formed in the manner laid down in sub-section (1).



PART TWO
REPORT



A Primary School in the District of 24 Parganas, West Bengal

CHAPTER I

INTRODUCTION

A suitably oriented system of education can facilitate and promote social change and contribute to economic growth by creating requisite attitudes and aptitudes for specific tasks of development. Expansion at all levels of education has accordingly been a major problem with planners and administrators. Although much has been done since independence to provide better educational facilities to larger numbers on more uniform patterns a lot more remains to be done particularly in the field of elementary education. Facilities for universal elementary education are a prerequisite for equality of opportunity and the content and quality of elementary education determine the infrastructure of an entire educational system. Our commitment in this regard is free and compulsory elementary education to all children aged 14 or less. Our fourth plan target for percentage enrolment in the age group 6-11 has been 85.3 and our corresponding position in 1968-69 was 77.3 for India as a whole and 74 for West Bengal. This only relates to availability of education. Quality of education imparted in primary and junior basic schools suffers from dearth of qualified teachers, lack of physical facilities, paucity of teaching aids and accessories and similar other circumscribing factors.

Planning for expansion and development in the fields of primary education must be based on reliable data indicating facilities for study and work currently available in primary and junior basic schools as well as current handicaps faced by authorities of such schools. Conditions under which teachers of such schools live and work should also be studied. Current averages of roll strength and numbers of teachers in a school, average salary of a teacher, average teacher/pupil ratio, rate of school enrolment in the age group 6-11 will be required to estimate the number of schools to achieve a certain target of enrolment, the number of teachers to man these schools and the additional cost on account of them. Such estimates must also take into account regional variations, whenever considerable

Nine of the junior basic schools and 146 of the primary schools visited were situated in municipal towns and cities. Table I.1 gives numbers of elementary, primary and junior basic schools existing selected in our sample and visited by our investigators in rural and urban areas of different districts.

It is expected that physical facilities available for study and work to students and teachers will be better in academically separated primary sections of high or higher secondary schools than in purely primary schools.

Two questionnaires were used in the survey—one for the school and the other for each teacher working in the school. Items of information covered by the first questionnaire included among others housing condition, teaching days and hours, roll strength, room-size and sitting arrangements, teaching accessories, management, teaching and other staff. The questionnaire for a teacher had in it questions regarding housing condition, daily schedule of work, family income and expenditure, indebtedness, educational and economic status of family members etc.

Field work had to be organised in several rounds because of vacations in schools—periods of which vary from one district to another—and because of the necessity to engage locally recruited field investigators in remote areas. Thus several training sessions were organised both at the headquarters as well as at convenient places in the districts of Midnapore, FIELD WORK Nadia and Hooghly. Field investigators were instructed to contact the head teacher or the secretary or any senior teacher for filling up the school questionnaire and to contact individual teachers for filling up the teacher questionnaires. This necessitated revisits to many schools. Teachers not present on the day of visit or not found ready with answers were requested to send by post their questionnaires duly filled-in. Postal enquiry had to be taken recourse to for removing errors, inconsistencies and omissions found on a scrutiny of the questionnaires. But this did not always yield satisfactory results. In the hill district of Darjeeling direct enumeration was not attempted in the rural schools. For most of the rural schools and some of the urban schools in this district, questionnaires were left with the District Inspector of Schools who distributed them to the selected schools with necessary instructions, checked them on return and transmitted them to us. In several other districts also this procedure had to be adopted in respect of some selected schools.

Supervisory visits by the Director, the Professors-in-charge and the field-supervisors were arranged in almost all the districts to initiate locally engaged investigators into fieldwork to check the mode of computation adopted and the accuracy of figures recorded by field investigators and to conduct certain type studies. Type studies were carried out to collect information regarding availability of text books and equipments, as clock watch going etc. Functions of the managing body, subjects and modes of annual examinations and full marks and pass marks in each subject, criteria for promotion to the next higher class, numbers of pupils newly admitted to a class, promoted from the lower class, detained in the same class, transferred to other schools and leaving studies, means adopted for raising school funds, opinion of teachers on the adequacy of prescribed text-books etc.

Filled in questionnaires were scrutinised for possible errors. It came out during scrutiny that answers to some of the questions provided by the school authorities and teachers were only approximate. This has been noted later in the report while dealing with individual items. Responses on

TABULATION scrutinised questionnaires were then transferred to transcription sheets after making necessary calculations and keeping an eye to the facility of tabulation. Appropriate card designs were then drawn up for the two questionnaires. Two cards had to be punched to transfer all the required information on the school questionnaire and one card had to be used for each teacher. For purposes of tabulation, schools were identified by a district code, a location (urban/rural) code and a category code (primary/junior basic). In making tables, however, schools in urban areas were classified according to management also.

data thus collected (table 2.2) it is revealed that only 315 (37%) out of 852 responding primary schools selected in rural areas were established before 1946. Since 1946 there has been a rapid increase in the number of primary schools in different areas. During the period 1947 to 1955, 10.9% schools were established, percentages of responding primary schools established in rural areas during the three plan periods being 22.3, 12.2 and 13.4 respectively. Only about 4% of such schools were established during 1966 to 1969. The position in respect of junior basic schools in rural areas is almost the same, percentages of respondent rural basic schools with years of establishment before 1946 and between 1947 and 1955 are 31.3 and 33.6 respectively, the corresponding figures for the three plan periods and the period between 1966 and 1969 being 22.2, 18.2, 10.6 and 4.5. None of the 4 respondent schools in the rural areas of Darjeeling was established before 1956. All the 30 government sponsored free primary schools in urban areas were established by 1960.

Only 36 out of 852 responding rural primary schools selected in this study were established since 1966. Corresponding numbers in urban areas are 18 and 213. During this period only 3 junior basic schools have been added. This is not at all an encouraging fact. In urban areas local bodies have established only 2 of the responding 39 schools managed by them since 1961.

To examine the expansion of primary education since independence it is worth while to consider total numbers of elementary schools established in the state during various periods. The total number of such schools existing in 1947-48 was 13953 (it rose to 15901 in 1949-50 to 23695 in 1954-55 to 27209 in 1959-60 and to 32581 in 1964-65. The figure for 1964-69 was 34672. Thus the number of elementary schools has more or less trebled itself during the period 1947-69. This definitely speaks of a vigorous effort on the part of our government towards fulfilling our obligation to provide free universal elementary education. However, the total number of inhabited villages in 1961 was 38,530, larger than the number of schools existing even in 1964-69. Thus the requirement of having one primary school in each inhabited village remains to be satisfied—even on the assumption of no conglomeration of existing schools in some villages.

Data relating to distance between the school surveyed and the nearest primary school, the existence of any other primary school in the village and maximum distance negotiated by a student were also examined. (Tables 2.3, tables 2.4 and 2.5). Such data were reconsidered quite useful particularly for rural areas. It is found that the nearest primary school was within

2 mile from it. 74% of responding rural primary schools. In case of
 PROXIMITY OF SCHOOLS another 27.3% of these schools, the nearest school
 was at a distance ranging between 1 mile and 3

was more than three miles away from it. It is not true, however, for
 junior basic schools.

primary schools in rural areas

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As per the report of the District Education Officer, the following information is furnished for the Government primary schools. The Government primary schools are the only schools in the district where English and Urdu are media of instruction. The Government primary schools are the only schools in the district where English and Urdu are media of instruction. The Government primary schools are the only schools in the district where English and Urdu are media of instruction.

Students are not allowed to use the school library and are not allowed to use the school building for any other purpose. The school is a day school and the students are not allowed to stay in the school hostel.

SITTING ARRANGEMENT In the schools, in Howrah town the figure is 4 out of 11, although in other urban areas this is 45. The reason for this is that the students are not allowed to sit on the floor. They are allowed to sit on the chairs and benches. The students are not allowed to sit on the floor. They are allowed to sit on the chairs and benches. The students are not allowed to sit on the floor. They are allowed to sit on the chairs and benches.

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CHAPTER—IV

TEACHING AIDS & TEACHING PROGRAMME

Teaching aids and accessories like blackboards maps globes models and books are not adequately available in many schools. Serious attempts to elicit information regarding the exact number of such equipments possessed by a school were not made during the earlier study of the work although the availability or absence of these was noted in respect of each school covered. Data on teaching time weekly total teaching time and annual total number of teaching days have also been collected and examined.

As many as 48 out of 54 primary schools selected in rural areas and even 8 out of 15 primary schools selected in urban areas work without any blackboard. Two rural primary schools are also virtually handicapped. Among the 62 rural primary schools, 39 possess only one blackboard and the number of blackboards possessed vary about one to four passages at and 10 at the end. 4 blackboards for the 4 classes for about 5 other responding schools. There is only one blackboard while 10 others do not have any. It has to be noted however that four blackboards may not be necessary for a primary school with 4 classes. It may properly be said some of the schools work on two shifts of two classes each. The picture in this respect is much better in urban areas. Number of blackboards possessed were available from 23 urban schools. 14 out of them have 1 blackboard each while the majority 12 possess 3 or more blackboards. Quite a few schools possess at least 6 blackboards. This is explained by the fact that many of the urban schools have more than one section in some or all of the classes. Thus the adequacy or otherwise of blackboards possessed by a school has to be judged in relation to the number of sections or number of classrooms or portions of rooms available number of shifts in which the service is working and the number of teachers employed.

Among the 52 responding junior basic schools situated in villages and non-municipal towns the numbers of schools possessing 1, 2, 3 and 4 blackboards are respectively 4, 4, 4 and 5. All the 3 responding urban junior basic schools have however 5 or more blackboards.

Most 90% schools possess geographical maps, the position being slightly worse in urban areas. Information regarding number of maps available could not be ascertained from 456 (41.6% rural and 11% 34.5% urban primary schools) as well from 44 (46.8% rural and 1% 66.7% urban junior basic schools). The number of maps in nearly half of the responding schools in urban and rural areas varied between 1 and 4. MAPS & GLOBES In 76 (41% rural and 4% 4.8% urban primary schools) this number exceeded 4. As many as 114 (40.7% rural primary schools) do not possess any maps. In fact maps do not exist in the possession of at least one fourth of such schools in the districts of Dajepour, Jajpuri, Nalita, Malda and West Dinajpur. In urban areas 43 (12.8% primary schools) gave similar reports. No map is available in 5 rural and 2 urban junior basic schools. All the 4 primary schools in Cooch Behar and all the 6 in Howrah reportedly having no map to demonstrate are managed by the government.

The availability of globes is obviously much less. About one fourth of rural and one third of urban primary schools do not have any. Nearly 36 percent of all urban and rural schools possess one globe each. Information about the number of globes currently available could not be secured from 398 (36.3% rural and 9% 27.3% urban primary schools) as well as the corresponding figures among junior basic schools being 98 (41.4% rural and 6% 6.7% urban) respectively. Nearly 4% of rural and urban primary schools are equipped with at least 2 globes. The total number of globes possessed by the 697 responding rural primary schools is 468 where 345 urban primary schools providing relevant information possess a total of 164 globes.

Biological models as well as models for general knowledge and science are rarely available being absent from nearly three fourth of all rural and urban schools. More than 3 models exist only in 19 (2.1% rural and 6% 6.2% urban) schools. Of course information regarding the number of MODELS models available in 180 (6.4% rural and 62 (18.6% urban) schools has not been collected. The total numbers of models available for demonstration in and responding primary schools in rural and urban areas are 255 and 73 respectively. The position should have been but is not much better in junior basic schools with nearly 60 schools both in urban and rural areas having no model.

A library in the proper sense of the term is unlikely to exist in a primary or a junior basic school. But arrangements should be made to make available to the students some story books, biographies, books on general knowledge and games and exercises as also copies of recommended

[illegible]

Table 1 shows the results of the regression analysis. The results show that the regression coefficients for the variables are all positive and significant at the 1% level. The results also show that the regression coefficients for the variables are all positive and significant at the 1% level.

TEACHING HOURS & TEACHING DAYS in this table in the greatest majority 70% of rural primary

$$\begin{aligned}
 \text{Sec}(\varphi) &= \{s \in \text{true}(\varphi) \mid \text{back}(s) = 2^{\text{true}(\varphi)} \cdot \text{val}(\varphi) \cdot \text{len}(\varphi) + 1 \\
 &\quad \text{for } \text{len}(\varphi) \geq 0, \text{ and } \text{back}(s) = 0 \text{ for } \text{len}(\varphi) = -1\} \\
 \text{Comp}(\varphi) &= \{s \in \text{true}(\varphi) \mid \text{Nex}(s) = 0\} \\
 \text{back}(s) &= \text{true}(\varphi) \cap \text{true}(\varphi_{\text{back}}(s)) \quad \text{for } s \in \text{true}(\varphi) \\
 \text{true}(\varphi, \varphi_{\text{back}}) &= \{s \in \text{true}(\varphi) \mid \text{Nex}(s) = \text{true}(\varphi_{\text{back}}(s))\} \\
 \text{true}(\varphi) &= \{s \in \text{true}(\varphi) \mid \text{len}(\varphi) \geq 0 \text{ and } s \in \text{true}(\varphi_{\text{back}}(s))\} \\
 &\quad \text{and } \text{len}(\varphi) = -1 \text{ and } s \in \text{true}(\varphi_{\text{back}}(s))\} \\
 \text{len}(\varphi) &= \text{len}(\varphi_{\text{back}}(s)) + 1 \quad \text{for } s \in \text{true}(\varphi) \\
 &\quad \text{and } \text{len}(\varphi) = -1 \text{ and } s \in \text{true}(\varphi_{\text{back}}(s))\} \\
 \text{len}(\varphi) &= \text{len}(\varphi_{\text{back}}(s)) \quad \text{for } s \in \text{true}(\varphi) \\
 &\quad \text{and } \text{len}(\varphi) = -1 \text{ and } s \in \text{true}(\varphi_{\text{back}}(s))\} \\
 \text{len}(\varphi) &= \text{len}(\varphi_{\text{back}}(s)) \quad \text{for } s \in \text{true}(\varphi) \\
 &\quad \text{and } \text{len}(\varphi) = -1 \text{ and } s \in \text{true}(\varphi_{\text{back}}(s))\}
 \end{aligned}$$

17 teaching days

BCU 4134

OBSERVATIONS

To make lessons more impressive to children, teaching aids and accessories like globes, maps, models and books must be made available in elementary schools. In primary schools, however, these are grossly lacking. Even blackboards do not exist in several SS elementary schools. In about 15% of responding rural primary schools there is only one blackboard, while in 30% others this number is two. The adequacy or otherwise of blackboards possessed by a school has to be judged in relation to the number of sections, number of class rooms or portions of rooms available, number of shifts in which the school is working and the number of teachers engaged. Three-fourths of rural primary schools and two-thirds of urban primary schools do not possess any books. Two-shift primary schools number 52, out of 22 of them in urban areas alone. In the greatest majority, 76.8% of rural primary schools, the maximum total weekly teaching time varies between 22 and 26 hours. Most schools work on 200 days at least a year.

CHAPTER V

TEACHERS

The importance of the role played by teachers in the successful implementation of a system of education need not be emphasised. Even with the best system of education a staff of adequately qualified and experienced teachers is all but essential. The success with which a pupil learns depends to a considerable extent on the able guidance of the teacher and the reputation

ROLE OF TEACHERS

of any educational institution is greatly determined by the teachers working there. The Education Commission has rightly observed: "Of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence and character of teachers are undoubtedly the most significant." Report of the Education Commission, 1964-66, Ministry of Education, Government of India, p. 46.

One of the major problems which the educational authorities of India are facing is the dearth of qualified and experienced teachers with suitable personal qualities and aptitudes and a sound attitude towards their work. Poor scales of pay with very little prospect and winning social prestige of teachers are the major cause of failure to attract and retain an adequate number of qualified persons in the teaching profession. The problem has become more acute in rural areas, most probably due to unsatisfactory conditions of service. Lack of many of the amenities which one enjoys in urban areas, absence of other opportunities, sources of income, difficulties that a person has to face in securing a place of residence, particularly in rural areas etc.

Data relating to academic qualifications of teachers in elementary schools have been collected in details. A large majority of primary schools are in rural areas. Actually 67% of all primary school teachers work in rural areas. Women teachers constitute 18.8% of all the teachers in

QUALIFICATION OF TEACHERS

primary schools. Table 5.1 gives academic qualifications of teachers in primary and junior basic schools surveyed separately for rural and urban

About half of the teachers in rural primary and junior basic schools in government sponsored free primary schools are matriculate. Percentages of such teachers in rural primary schools vary somewhat from one district to another. The lowest percentages are noticed in the districts of Purulia 42% and Darjeeling 46% where the percentages of non-matriculate teachers have been already reported to be high. About 50% of teachers in primary schools in rural areas of 24 Parganas 49.1 and Hooghly 50.8 are matriculates corresponding percentage in the other districts varying between 53% and 63.7. Percentages of matriculate teachers in urban areas are smaller since larger percentages of more qualified teachers are employed in primary schools of urban areas. About one-third of teachers in primary schools managed by the Corporation of Calcutta 37.1 and by local bodies municipalities in other urban areas 33.1 and in minor basic schools of urban areas 35.5 are matriculates while about two-fifths of teachers in privately managed aided schools 42.0 in urban areas have similar academic qualifications. More than half of the matriculate teachers in rural primary schools are recruited. Percentage of trained matriculate teachers in rural primary schools in Government sponsored free primary schools and in urban junior basic schools are 24.0, 22.6 and 20.0 respectively. About two-fifths of teachers in primary schools managed by the Corporation of Calcutta 42.1 and in junior basic schools in rural areas 42.3, have passed the matriculation examination and have received some professional training while only about 10% of teachers in primary schools managed by local bodies in urban areas other than Calcutta and in privately managed schools receiving government aid are similarly qualified.

It may be noted that there is a predominantly large percentage of matriculates and non-matriculates among teachers of primary and junior basic schools in rural areas and of Government sponsored free primary schools in urban areas. There is considerable variation in this percentage among primary schools in different districts, the overall percentage for rural areas being 53.0. Ninety percent or more of the teachers are matriculates or academically less qualified in districts of Darjeeling 90.1, Malda 91.2, and Purulia 93.1, corresponding percentages for Coochbehar, Bankura, West Dinapur and Bishnupur being 89.4, 88.3, 87.9 and 86.6 respectively. For the remaining 5 districts the percentage varies between 75.2 and 85.2. Four-fifths of teachers in Government sponsored free primary schools 80.5% and in junior basic schools in rural areas 80.0 are matriculates at the most. About two-fifths of teachers in primary schools managed by the Corporation of Calcutta 41.9 possess similar academic qualifications.

1. The first part of the paper is devoted to the study of the asymptotic behavior of the solutions of the system (1) as $t \rightarrow \infty$. It is shown that the solutions of the system (1) are bounded and tend to zero as $t \rightarrow \infty$ if the matrix A is stable. The second part of the paper is devoted to the study of the asymptotic behavior of the solutions of the system (1) as $t \rightarrow \infty$ if the matrix A is not stable. It is shown that the solutions of the system (1) are unbounded and tend to infinity as $t \rightarrow \infty$ if the matrix A is not stable.

[illegible]

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840.

200 and Purulia 177 Averages for the rural

| TEACHERS | BOYS | Girls | W | U |
|----------|------|-------|----|----|
| 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 |
| 10 | 10 | 10 | 10 | 10 |
| 11 | 11 | 11 | 11 | 11 |
| 12 | 12 | 12 | 12 | 12 |
| 13 | 13 | 13 | 13 | 13 |
| 14 | 14 | 14 | 14 | 14 |
| 15 | 15 | 15 | 15 | 15 |
| 16 | 16 | 16 | 16 | 16 |
| 17 | 17 | 17 | 17 | 17 |
| 18 | 18 | 18 | 18 | 18 |
| 19 | 19 | 19 | 19 | 19 |
| 20 | 20 | 20 | 20 | 20 |
| 21 | 21 | 21 | 21 | 21 |
| 22 | 22 | 22 | 22 | 22 |
| 23 | 23 | 23 | 23 | 23 |
| 24 | 24 | 24 | 24 | 24 |
| 25 | 25 | 25 | 25 | 25 |
| 26 | 26 | 26 | 26 | 26 |
| 27 | 27 | 27 | 27 | 27 |
| 28 | 28 | 28 | 28 | 28 |
| 29 | 29 | 29 | 29 | 29 |
| 30 | 30 | 30 | 30 | 30 |
| 31 | 31 | 31 | 31 | 31 |
| 32 | 32 | 32 | 32 | 32 |
| 33 | 33 | 33 | 33 | 33 |
| 34 | 34 | 34 | 34 | 34 |
| 35 | 35 | 35 | 35 | 35 |
| 36 | 36 | 36 | 36 | 36 |
| 37 | 37 | 37 | 37 | 37 |
| 38 | 38 | 38 | 38 | 38 |
| 39 | 39 | 39 | 39 | 39 |
| 40 | 40 | 40 | 40 | 40 |
| 41 | 41 | 41 | 41 | 41 |
| 42 | 42 | 42 | 42 | 42 |
| 43 | 43 | 43 | 43 | 43 |
| 44 | 44 | 44 | 44 | 44 |
| 45 | 45 | 45 | 45 | 45 |
| 46 | 46 | 46 | 46 | 46 |
| 47 | 47 | 47 | 47 | 47 |
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| 49 | 49 | 49 | 49 | 49 |
| 50 | 50 | 50 | 50 | 50 |
| 51 | 51 | 51 | 51 | 51 |
| 52 | 52 | 52 | 52 | 52 |
| 53 | 53 | 53 | 53 | 53 |
| 54 | 54 | 54 | 54 | 54 |
| 55 | 55 | 55 | 55 | 55 |
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| 58 | 58 | 58 | 58 | 58 |
| 59 | 59 | 59 | 59 | 59 |
| 60 | 60 | 60 | 60 | 60 |
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| 62 | 62 | 62 | 62 | 62 |
| 63 | 63 | 63 | 63 | 63 |
| 64 | 64 | 64 | 64 | 64 |
| 65 | 65 | 65 | 65 | 65 |
| 66 | 66 | 66 | 66 | 66 |
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| 69 | 69 | 69 | 69 | 69 |
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| 71 | 71 | 71 | 71 | 71 |
| 72 | 72 | 72 | 72 | 72 |
| 73 | 73 | 73 | 73 | 73 |
| 74 | 74 | 74 | 74 | 74 |
| 75 | 75 | 75 | 75 | 75 |
| 76 | 76 | 76 | 76 | 76 |
| 77 | 77 | 77 | 77 | 77 |
| 78 | 78 | 78 | 78 | 78 |
| 79 | 79 | 79 | 79 | 79 |
| 80 | 80 | 80 | 80 | 80 |
| 81 | 81 | 81 | 81 | 81 |
| 82 | 82 | 82 | 82 | 82 |
| 83 | 83 | 83 | 83 | 83 |
| 84 | 84 | 84 | 84 | 84 |
| 85 | 85 | 85 | 85 | 85 |
| 86 | 86 | 86 | 86 | 86 |
| 87 | 87 | | | |

total of 66 schools (3 sponsored free primary schools and 63 privately managed aided schools). The figures are 37.65, 24.91, 33.18 and 36.19 respectively the figure for primary schools managed by local bodies being 41.12. The position can not be considered to be satisfactory especially in rural areas as the number of classes in a primary school is generally four.

Although the average number of teachers in a rural primary school is smaller than the corresponding figure for urban school teacher population in rural schools are not generally found to be greater than corresponding in urban schools. This is due to the smaller number of students in rural primary schools. It may be generally recommended that the teacher-population should not exceed 40. Observed ratios are however, greater than 40 in rural primary schools in the 6 districts of Maharashtra (46.66, Havergi 46.46, Latur 46.16, Jalgaon 43.76, Hoshiang 42.72 and Umashikhar 42.24). For the remaining nine districts the figure is less than 40.

The smallest ratio of 16.11 has been noticed in Barhoda where the average number of students in primary schools is only 237 and the average number of students is at the same time as small as 69.14. It may be expected that in the district of Purna where the average number of teachers in a rural primary school is the smallest (1.1) the teacher-population works out to be 35.42 as the average number of students is very small viz. 1253. So the teacher-population alone does not seem to indicate the correct state of affairs prevailing in primary schools. For a correct assessment there has to take into account academic qualifications of teachers and the number of teachers in different schools.

From an examination of qualifications of teachers in primary schools it has been found that a large proportion of such teachers in different areas are not adequately qualified. The situation is worse still since in a considerable proportion of schools the number of teachers employed is less than the number of classes. So either a teacher has to tackle more than one classes simultaneously or students of some of the classes do not enjoy the benefit of guidance by some teacher for some part of the school hours. In some of the schools there is provision for appointing only one teacher who has to bear the duty of teaching the students in all the classes by himself alone.

In this connection it may be noted that generally there are four classes in a primary school. So it may seem that four or more teachers

will be adequate to teach students in all the classes and to exclude the possibility of some students not enjoying the benefit of a teacher's guidance in some periods. But in some cases it may be more than one sections so that the total number of sections in a school may exceed 4 and in some of the schools from which data have been collected the number of sections is 7 or 8. In such schools the number of teachers should be at least equal to the number of sections. Two way distributions of schools according to number of sections and according to number of teachers are presented in Table 5.

In about 10% of rural primary schools there is only one teacher. Percentages of single teacher primary schools in rural areas vary considerably from district to district. More than two-thirds (4,600 or 60%) of rural primary schools in Purulia and about one-third in Murshidabad (3,300), Jalpaiguri (2,400) and Durgam (2,000) are single teacher schools while percentages of such schools in rural parts of Bankura, Coochbehar and Malda are 14.9, 16.7 and 9.4 respectively. Similar percentages in the remaining 8 districts vary between 1.4 and 8.2. The position is much better in urban primary schools and in junior basic schools with only 0.9% of private aided primary schools in urban areas and 2% of junior basic schools in rural areas having only one teacher. In case of the primary schools managed by local bodies or government sponsored free primary school and in urban junior basic schools from which data were collected the number of teachers was reported to be one. Combining one teacher primary schools with primary schools employing two teachers, it is found that only 42.1% of rural primary schools carry on their work with two teachers at the most. Percentages are 10.5% among primary schools in Purulia, 85.2% and Durgam, 80.1%. Large proportions of such primary schools are also found in Murshidabad (6.0%), Coochbehar (3.1%) and Bankura (5.7%). Percentages of such primary schools in the districts of Nadia, Malda, Bardhaman, Medinipur and West Bengal vary between 40.0 and 47.2. In Jalpaiguri they are 35.7% of such schools while percentages for such schools in the remaining districts of Hooghly, Howrah, Bardwan and 24 Parganas are not negligible being 20.2, 22.8, 23.0 and 22.6 respectively. The position is better in urban primary schools and in junior basic schools. In all the Government sponsored free primary schools and junior basic schools in urban areas from which data have been collected, at least three teachers are employed while in 8.6% of junior basic schools in rural areas less than three teachers are employed. It is thus seen that in a considerable

Observed ratios are larger than 40 for primary schools in the rural areas of Murshidabad, Howrah, Darjeeling, Jalpaiguri, Hooghly and Coochbehar. For the remaining nine districts the figure is less than 40. The smallest ratio—29.2—has been noticed in Banskura where the average numbers of teachers and of students per school are 2.37 and 69.14. Teacher pupil ratios in junior basic schools and in urban primary schools are smaller than 40.

In about 60% of rural primary schools there is only one teacher. Percentages of one teacher schools in the rural areas of Purnima, Murshidabad, Jalpaiguri, Darjeeling, Banskura, Coochbehar and Malda are respectively 41.0, 33.7, 31.4, 20.1, 13.8, 10.7 and 9.8. Similar percentages are between 18 and 82 in the remaining districts. The position is much better in urban primary schools and in junior basic schools. In more than three fourths of the primary schools the number of teachers is less than the number of sections. Percentages of such schools are as large as 94.2, 93.8 and 93.3 in Banskura, Purnima and Darjeeling. The position is better in urban primary and junior basic schools.

CHAPTER—VI

INTERNAL & PUBLIC EXAMINATIONS

Annual and terminal (every three, four or six months) examinations have been a regular feature of school curriculum in our country and emphasis has been placed to varying degrees on students' performances at such examinations while assessing their merits and promoting them to the next higher class. This has led some observers to criticize the existing pattern of education as too much examination ridden. Class examinations in primary and junior basic schools vary much in their content, conduct and consequences. However, it has become almost obligatory for students of primary schools to appear in the Primary Final Examination at the end of Class IV, whereas students completing class IV in junior basic schools also can appear. Information regarding annual examinations, results at primary final examinations, special coaching arranged for primary final examinees and other relevant matters have been compiled and presented. Non-response to some of the items has been the definite parts because relevant school records are not complete and not up-to-date and partly because sufficient emphasis was not laid on these items in the earlier rounds of field work.

Question papers for annual examinations are common with some other schools in many schools where in some others these are set exclusively by teachers of those schools (Table 6-1). Response in this regard could not be elicited from 47.5% (414) rural and 5.44% (4) urban primary schools and from 10.77% (1) junior basic schools. Question papers for annual examinations are common with some other schools in more rural primary schools than in junior basic schools. If none of the respondent primary schools in the rural areas of Birbham and Malela question papers are exclusively set by their teachers. Nearly 45% of all rural primary schools and 38% of all urban primary schools use some question papers as some other schools for annual examinations. Corresponding percentages among junior basic schools in rural and urban areas are 21.3 and 11.1 respectively.

Some schools arrange for special coaching for their students appearing in the primary final examination, mostly without accepting any fees. Such arrangements are made within school hours only in 6.05% primary schools in the rural areas of Bardhaman and in 28.83% urban primary schools. While non-resident schools account for 66.8% and 43.3% of all rural and urban primary schools respectively, half of the respondent schools in rural areas and about three-fifths of respondent schools in urban areas do not provide for any coaching. None of the 6 responding rural primary schools in Jalpaiguri extends such facilities to their pupils. More than half of primary schools in the municipalities of Bardhaman, Birbham, Bankura, West Dinajpur, Coochbehar and Maldaabad arrange for some such coaching. Some schools in urban areas impart such coaching within school hours.

It is evident from table 6.2 that most students in class examinations are allowed to pass and promote to the next higher class. In about 40% of rural primary schools, 5% to 100 percent of examinees in class I are allowed to pass. This percentage is as high as 73 among urban primary schools, 36.4 among junior basic schools in rural areas and 71.8 among junior basic schools in urban areas. Only 58.83% rural and 7.06% urban primary schools and in 4.43% rural junior basic schools less than one-third of students appearing in class I examination were allowed to pass. Some of the schools detain for one additional year those students of class I who are not permitted to pass. Resulting one seat. As a result more than half of the children appearing in the class I annual examination were declared unsuccessful in as many 223.15% primary and 15.44% junior basic schools. Most of these schools are situated in rural areas, the largest percentage, 45.7% being observed in Purulia.

For reasons cited above percentages of pass among examinees in class II are appreciably larger. Percentages of primary schools where more than three-fourths of these examinees were declared successful are 51.7% in rural areas and 65.3% in urban areas. Corresponding percentages for junior basic schools in rural and urban areas are 52.1% and 88.9% respectively. In only 5 primary schools situated in the rural areas of Malda, Purulia and Maldah and in 3 privately managed urban primary schools less than one-third of examinees were declared to have passed. In fact, at least half of the examinees in class II were declared successful in all the responding primary schools in the rural areas of Darjeeling, West Dinajpur and Jalpaiguri and in all the 9 urban junior basic schools selected

for this study. Nearly half of the rural primary schools in Patna showed percentages of successful examinees varying between 50 and 75.

Figures are not much different for the annual examination at the end of class III. More than half of such examinees were declared successful in 85% of rural and 90% of urban primary schools, corresponding percentages among junior basic schools being 90 and 100 respectively. In more than half of the primary schools functioning in the rural areas of Butdwar, 74 Parganas, Nadda and Burbhan 75% or more of the examinees were allowed to pass.

In junior basic schools an annual examination is held at the end of class IV also. In 60 out of the 94 rural schools and in 5 out of 9 urban schools more than three-fourths of examinees were declared to have passed. While in 6 rural schools percentages of pass did not exceed 50 there is no urban school with a similar picture.

Percentages of students passing in the Primary Final Examination have been presented in Table 6.3 while percentages passed in classes I, II and III appear severally in Tables 6.4. It must be remembered that

PRIMARY FINAL EXAMINATION RESULTS question papers are set and answer papers are evaluated independently

in different districts. As such performances in the primary final examination are not strictly comparable. Some general observations may however be made. In fact an important finding is many districts in that no students from several schools appeared in the public examinations at the end of class IV. In the largest majority (86% in rural areas and 73% in urban areas) of primary schools at least three-fourths of examinees passed the examination. Percentages of schools where less than half of the primary final examinees came out successful are quite small except in the rural areas in some districts of North Bengal. This percentage is as high as 41.6% in Jalpaiguri and as 44.0 in Dooars, 35.0 in West Dinajpur, 22.0 in Mada and 22.7 in Coochbehar. Such figures are based on those schools which actually sent up candidates. In all the 54 primary schools of the rural areas of Howrah which sent up examinees for the Primary Final Examination at least half of the candidates came out successful. In urban areas schools run by corporations and municipalities show a better picture with 72.6% of these schools enabling 75% or more of their candidates to pass the Primary Final Examination. In 34% of such schools less than one-third of examinees were successful. This latter figure among privately managed schools is 8.34% with 9.38% other such schools where more than half of the examinees were unsuccessful. Three-fourths

of G S F P schools could make at least three fourths of their examinees successful.

Such large percentages of successful examinees in the Primary Final Examination are however, explained by proportionately larger percentages of candidates passing in the third division. In fact in more than half of the rural schools in each district except Darjeeling and Midnapore less than one third of examinees passed in the first division. Over 25 percentages of rural and urban schools where 75 or more of the examinees passed in the first division are 4.9 and 1.8 respectively there being no such school in the rural areas of Nadia, Purulia, Coochbehar and Jalpaiguri and no such school managed by the government or by private bodies in urban areas. Percentages of candidates securing even second division marks are also low. In none of the rural schools in Darjeeling this percentage exceeds 11 while this percentage is 50 at the most among rural schools in the districts of Birbhum, Malda and Jalpaiguri. Only in 13.12 rural schools scattered over the six districts of Hooghly, Bardhaman, 24 Parganas, Midnapore, Bankura and Purulia the percentage of candidates passing in the second division exceeded 75.



OBSERVATIONS

Nearly 45% of all rural primary schools and 38% of all urban primary schools use same question papers as some other schools for annual examinations. Corresponding percentages among junior basic schools in rural and urban areas are 21.3 and 11.1 respectively. Half of the respondent schools in rural areas and about one-fourth in cities and towns arrange for special coaching of their students appearing in the Primary Final Examination mostly outside school hours and at a cost. Most students in class examinations are allowed to pass and promoted to the next higher class. Some schools detain for additional year those students of class I who cannot pick up the three Rs in one year. This explains higher percentages of passes among examinees in class II. In nearly 70% of primary schools at least three-fourths of examinees passed the Primary Final Examination. In urban areas schools run by Corporation and Municipalities registered larger percentages of successful examinees. Such large percentages are however explained by proportionately larger percentages of candidates passing in the third division. In fact in more than half of the rural schools in each district except Darjeeling and Madnapore less than one-third of examinees passed in the first division.

CHAPTER VII

SOCIO-ECONOMIC CONDITIONS OF TEACHERS

It was mentioned in chapter one that an attempt was made to study socio-economic conditions of teachers working in selected primary and junior basic schools through a separate questionnaire which was mostly filled up by the teachers themselves. Teachers from whom data were

collected numbered 5032 of whom 404 were employed in junior basic schools and the rest 4628 in primary schools.

GENERAL Of 4628 teachers working in selected rural primary schools, only 527 (11%) are ladies there being no lady teacher working in any of the schools selected in the rural areas of Purana. In urban areas however women have been employed as teachers in a larger number of schools. In fact 42.6% of teachers working in urban primary schools and 65.1% of teachers employed in urban junior basic schools are ladies. It has therefore been decided to report in respect of certain items of information separately for male and female teachers in urban areas only. It has been also felt that several items of study e.g. daily number of hours devoted to teaching in school private coaching library work and further study and social work as also membership of teachers' associations may depend on the type of management of the school wherein the teacher has been employed. In this connection it may be noted that answers to some items particularly those relating to income expenditure and indebtedness were not considered adequately reliable and have not been included in our analysis.

While the majority of teachers working in rural areas live in houses of their own nearly half of the teachers employed in urban primary schools accommodate themselves and/or their families in rented houses or flats. A few of them are allowed free use of some residential accommodation.

RESIDENCE In as many as 10 districts about 90% or more of the teachers in rural areas have their own houses. In Darjeeling and Jalpaiguri however such percentages are 64.0 and 51.0 respectively, corresponding percentages for Burdwan, Coochbehar and Nadia being



80.3, 81.8 and 83.9. In rural areas of Jajpigarh nearly one third of teachers enjoy free accommodation facilities corresponding percentages in Daringling, Boudwan and Coochbehar vary between 9 and 12. Largest percentages of teachers employed in rural primary schools and living in rented houses are in Daringling 26.0 and Jajpigarh 16.3, percentages of such teachers in the districts of Nadia and Bardhaman being 10.7 and 8.9 respectively. Nearly 45% of teachers in selected urban primary schools possess their own houses, another equal percentages occupying rented ones. Free use of some form of residential accommodation is available to 119 (78%) such teachers. Facilities for residential accommodation exist more in junior basic schools for 61% of teachers in urban areas and for 18.6% of teachers in rural areas.

Housing condition of teachers' residences has been examined in Table 7.1. Obviously an overwhelming percentage (74.4%) teachers in rural areas live in kutcha houses. Slightly more than 60% of teachers in urban schools reside in pucca buildings. In rural areas of Midnapore, Birkham, Purulia and Coochbehar 80% or more of the primary school teachers accommodate themselves inside kutcha huts, percentages of such teachers in the rural areas of Bankura, Malda and West Dinajpur being as 74.3, 75.7 and 87% respectively. The smallest percentage for the district of Nadia is 44%. Only about 10% teachers working in the rural primary schools of Daringling, Birkham, Purulia, Malda, West Dinajpur and Jajpigarh have pucca residential accommodation. None among the teachers of selected rural primary schools in Coochbehar reported to living pucca houses.

Proper sanitary arrangements do not exist in many teachers' residences. Tap water is available for drinking and domestic purposes to 100% of 40 elementary school teachers in urban areas, 1% percentage being about 2% in rural areas. Tubewells provide water for drinking and domestic purposes to a large majority (85.8%) of households of teachers in rural areas except in the district of Purulia, Daringling and Bankura where percentage of teachers households to which water from tubewells is available are 0.7, 8.0 and 1.7. The percentage is largest (94.6) for Howrah while percentages for Bardhaman, Murshidabad, Nadia, Hooghly, Coochbehar and 24 Parganas vary between 74.3 and 88.0. Such percentages among households of teachers employed in primary schools in urban areas and in junior basic schools in rural and urban areas work out to be 42.4, 62.0 and 30.4 respectively. In rural areas wells provide drinking water to one fourth of teachers families. In fact wells are sources of drinking

water to households of 83% of Primary schools teachers in the rural areas of Purulia 75% of such teachers in the villages of Bankura 51% of teachers in the rural areas of Malda 44% of teachers in rural parts of Durgam and to 72% of teachers serving in the rural schools of Birbhum. Drinking water has to be procured from ponds in families of 15% teachers working in some of the rural primary schools of Howrah Hooghly Bardhaman 24 Parganas Midnapore Bankura Purulia Malda Coochbehar and Jalpaiguri. The total number of teachers working in the selected schools in these districts being 2554. Similar is the situation with families of 18% male and 12% female teachers of primary schools in urban areas. Three primary schools teachers in urban areas reported no source of drinking water in or near their residences.

In about 71% of the cases in rural areas sources of drinking water are located inside residences, the percentage being quite high 56% among teachers in urban primary schools. The percentage is smallest 49% among teachers in rural primary schools in Howrah where about 70% of teachers work in the rural primary schools of Midnapore Birbhum Durgam Purulia 24 Parganas and Hooghly reported some source of drinking water within their houses. One-fourth of women teachers in urban primary schools get drinking water from outside their residences.

Only 5% of teachers working in rural primary schools enjoy the facility of a paved bathroom within their houses corresponding percentages being 26.8 and 45.6 among families of men and women teachers in urban primary schools. Similar facilities are reportedly enjoyed by no teacher working in the selected primary schools in rural parts of Malda and Durgam and by 2% of such teachers. Mudhuras and improvised bathrooms exist in residences of many teachers families. Although the overall percentage among rural primary school teachers is 16.9 percentages vary remarkably from one district to another. The existence of some improvised arrangements in this regard was reported by more than 60% of teachers in Coochbehar and Jalpaiguri by about 40% of teachers. Nadia and West Durgam by about 25% of teachers in Bardhaman and Malda and by fewer teachers in other districts. Public arrangements for bath have to be shared by 96% of teachers and in their families in rural areas of Howrah percentages remaining higher than 80% in rural areas of Hooghly Midnapore Birbhum Bankura and Purulia. Similar is the case of families of 37% of male teachers and 12% female teachers working in urban primary schools. Corresponding percentages among men and women teachers in urban and rural basic schools are respectively 74.8, 50.9

26.7 and 35.7. Arrangements for bath exist outside houses of 78% teachers in rural primary schools. However 56% of male teachers and 78% of lady teachers in urban primary schools have bath arrangements inside their residences. On the staff of junior basic schools 54.5% of female teachers in rural areas and 35.7% of lady teachers in urban areas have to take bath outside their houses.

Service and sanitary privies were stated to exist within or near the houses of 14.2% and 9.2% of teachers working in rural primary schools of 35.2%, and 39.8% of male teachers in urban primary schools and of 30.3% and 56.5% of lady teachers in such schools. Teachers of junior basic schools do not have a very different tale to tell. No arrangements have been reported by three-fourths of teachers in rural schools and 12% of teachers in urban schools. While about 80% of teachers in urban primary schools have privies within their houses 76% of their counterparts in rural areas are denied of any such facilities.

Total number of members in the family of each teacher was noted. Size of a teacher's family is generally greater in rural areas than that in urban areas. The average size of families of teachers working in rural primary schools is found to be 7.14, the largest and smallest scores being 8.32 and 5.28 for the districts of Bankura and Darjeeling respectively.

FAMILY SIZE The corresponding figures for urban primary schools and rural and urban junior basic schools are 5.89, 6.89 and 5.58 respectively. Thirty-seven teachers working in rural primary schools, 72 working in urban primary schools and 12 working in junior basic schools live by themselves in single-member families. 3% of teachers in rural areas have only one other member in most case the other spouse in their families. Corresponding percentages among teachers in urban primary and junior basic schools are 7.0 and 4.7 respectively. It may be mentioned that no single-member family was noted among teachers of primary schools in the rural areas of Bankura, Purulia and Malda and no two-member family in the rural areas of Darjeeling and Bankura. In about one-fourth of families of teachers in rural primary schools the number of members varies between 3 and 5 corresponding percentages among teachers in urban primary, rural junior basic and urban junior basic schools being 39.5, 38.5 and 46.5 respectively. In the largest majority of primary school teachers' families particularly in rural areas the number of members lies between 6 and 10. In fact more than 60% of the teachers working in the rural areas of Midnapore, Bankura and Purulia have 5 to 9 other members in their families, the percentage lying between 50.0 and

58.7 for the 8 districts of 24 parganas, Murshidabad, Coochbehar, Hooghly, Burdwan, 24 Parganas, Malda and Birbhum. This percentage among teachers in rural junior basic schools is 54.0 while it is around 44 in urban primary and junior basic schools. About 11% of families in rural areas have 11 to 15 members, the figure being less than half in urban areas. There are 64 teachers out of 2685 working in the selected rural primary schools of Howrah, Hooghly, Burdwan, 24 Parganas, Midnapore, Bankura, Purulia, Malda, Coochbehar and Murshidabad whose families include 16 members or more. The corresponding number in urban areas being only 11 out of 1528.

As details could not be collected about incomes of other members in the family, attention is confined to only the total income of teachers. The average monthly total income is found to be about Rs. 200/- for teachers working in selected rural (Rs. 205/-) and urban (Rs. 203/-) primary schools and junior basic schools (averages Rs. 201/-) the figure for teachers of urban junior basic schools being much smaller Rs. 175/-. Variation in the average monthly total income of teachers of rural primary schools is noticed over the districts the highest (Rs. 241/-) and lowest (Rs. 175/-) figures corresponding to the districts of Birbhum and Darjeeling respectively. Primary school teachers working in the villages of

Purulia, Murshidabad and West Dinapur earn on an average a monthly total income of about Rs. 225/- while the corresponding figure for their counterparts in the districts of Hooghly, Midnapore and Burdwan is found to be slightly above Rs. 200/-. Such figures for the remaining 7 districts vary between Rs. 184/- and Rs. 196/-. In this connection it may be noted that existing facilities for study and work were not found to be adequate in rural primary schools in some of the districts where monthly total income of the teachers worked out to be relatively higher than those for other districts.

From an examination of distribution of monthly total incomes of teachers (Table 7.6), it is found that 33% of primary school teachers in urban areas earn a total income of less than Rs. 100/- per month, the corresponding figure for teachers of rural primary schools being smaller (0-30%).

Slightly less than one tenth of teachers of elementary schools earn a monthly total income not exceeding Rs. 150/-, the figures in respect of teachers of rural primary schools of Howrah (13.8%) and 24-Parganas (20.8%) being comparatively large. The largest percentage of teachers earn a monthly income between Rs. 151/- and Rs. 200/-. This percentage is 62

for teachers of all selected primary schools in rural and urban areas, 56.5 for teachers of junior basic schools in rural areas and 83.7 for teachers of junior basic schools in urban areas. About 40% of teachers of rural and urban primary schools and rural junior basic schools enjoy a monthly total emolument greater than Rs. 200 while only 3 out of 43 teachers working in selected urban junior basic schools reported to be receiving such emolument. The percentages are largest and smallest in respect of primary school teachers of Birbhum (49.6) and Darjeeling (8.0) respectively while the figures for the districts of Purulia (43.1), Murshidabad (41.7) and West Dinajpur (37.7) are comparatively large. About one-fifth of teachers of rural primary schools in the 7 districts of Howrah, 24 Parganas, Nadia, Bankura, Malda, Coochbehar and Jalpaiguri earn monthly incomes exceeding Rs. 200.

For each member in a teacher's family economic status was taken account of by classifying each member as earner or earning dependent or non-earning dependent. Percentages of earners in the families of 700 rural primary school teachers do not exceed 20, the corresponding figure in urban areas being however only 33. For teachers of junior basic schools such percentages are 61 and 28 respectively. More than half of the members in the families of 800 out of 3100 rural primary school teachers are self-supporting earners, the figure being 185 out of 1528 in urban areas. These include single-member families where naturally the only member namely the teacher is an earner. On the average about one-fifth of members in families of teachers of elementary schools in rural areas and one-third of member in families of such teachers in urban areas are reported to be earners. Some variation in this figure is observed in respect of families of teachers of rural primary schools. The figure is largest for Darjeeling (33.3) the smallest percentage corresponds to Bankura (16.9). Percentages of earning dependents among members of teachers' families are much smaller. In comparatively large families some members were reported to be earning dependents. Percentages of families with no earning dependent among their members was as large as 88 for teachers of elementary schools in rural areas, the corresponding percentage in respect of families of teachers of urban primary schools being slightly smaller (85.9). Not a single member in each of 39 out of 43 families of teachers working in urban junior basic schools was reported to be an earning dependent.

In Table 7.9.1 to 7.9.4 the daily schedule of work of a teacher has been examined. In rural areas most teachers spend 4.5 to 5.5 hours a day in teaching in schools while in urban areas most teachers devote 3.5 to 4.5

hours for the same purpose. 75 teachers working in rural primary schools.

DAILY SCHEDULE OF WORK. 78 teachers employed in urban primary schools of whom 35 were ladies and

one male teacher in a rural junior basic school stated their hours of work in schools to be less than 3 hours and a half. All the 49 respondent teachers in the rural primary schools of Jalpaiguri spend 3.5 to 4.5 hours in teaching, relevant percentages being 20 and over in the districts of 24 Parganas, West Dinajpur and Coochbehar. Teaching time exceeds 5 hours and a half for 76 teachers in rural primary schools, 13 male teachers and 7 female teachers in urban primary schools and 2 male teachers in rural junior basic schools. In urban primary schools female teachers are found to spend longer periods in teaching than their male counterparts. This is evident from the fact that percentages of male and female teachers in such schools stating teaching times not less than four hours and a half are 36.7 and 44.4 respectively. No teacher in any junior basic school covered by this survey has been required to teach more than 4.5 hours a day. We have to remember that such teaching times for elementary school teachers include times spent in extra-mural and extra-curricular programmes.

Teachers undertake private coaching more in urban areas than in rural areas and less in junior basic than in primary schools. Another noticeable fact is that fewer teachers devote one hour to private coaching than those who spend 2 hours or more to it. Fewer ladies take up private coaching than male teachers. Only about 10% of teachers working in the rural areas of 24 Parganas, Nadia, Bankura, Puruba, Murshidabad and Coochbehar spend some time daily in private coaching, percentages being slightly higher among teachers in the rural areas of Burdwan, Malda and West Dinajpur where about 10% of teachers in the rural areas of Darjeeling, Hooghly and Birbhum and about 35% of teachers in the rural primary schools of Howrah devote some time to this job. Sixtyeight (22%) teachers devote more than 4 hours a day in private coaching. In urban areas, 35% of male teachers and 15% of female teachers in primary schools are engaged in private coaching. Only 54 (17.6%) male and 3 out of 15 female teachers in rural junior basic schools and only 3 out of 12 male teachers in urban junior basic schools undertake private coaching. Most of these teachers devote 2 to 3 hours a day in coaching some students privately to supplement their incomes from schools.

Some teachers in elementary schools devote some time in the pursuit of higher studies or in general reading. Since facilities for higher study

exist to a greater extent in urban areas, more teachers of urban schools particularly men teachers devote some of their time to study and library work. Nearly 15% of teachers employed in rural primary schools of Howrah, Hooghly, Bardwan and Birbhum spend at least 3 hours a day in further study and or general reading. Such percentages never exceed 5 for North Bengal districts and are 10.2, 3.2 and 2.6 in the districts of Midnapore, Nadia and Purulia, there being no such teacher in any rural primary school of 24 Parganas and Bankura. In urban primary schools 12.8% of male teachers and 5.7% of lady teachers spend three hours or more in general and higher studies. Ten out of 28 female teachers in urban junior basic schools make some time out of their daily schedules to attend to studies. Corresponding figures in rural basic schools are 106 out of 106 male teachers and 12 out of 55 female teachers.

Social work also finds a place in the daily schedule of work of some teachers. Nearly half of the primary school teachers working in the rural areas of Bardwan, Birbhum, Bankura and West Durgapur devote sometime daily to social work. Percentages of such teachers are about 40 in the rural areas of Howrah, Darjiling, Malda and Coochbehar. Figures are lower in other districts except in the rural areas of Midnapore, Purulia and Hooghly where these stand at 69.4, 61.8 and 63.7 respectively. More than 60% of male teachers and a little over 80% of women teachers working in urban primary schools do not involve themselves in any form of social work, the majority of the rest however devote one hour a day for this purpose. Out of 55 lady teachers in urban junior basic schools only 14 take part in social work of some form or the other, 3 of them devoting a complete of hours daily.

Information regarding representation of the teacher in clubs and co-operative societies was secured from most teachers. It is found that teachers in elementary schools are represented more in clubs than in co-operative societies except in a few districts and that male teachers participate in such REPRESENTATION IN ORGANISATIONS more than their female counterparts. LOCAL ORGANISATIONS. Nearly 20% of teachers working in rural primary schools are members of some club or clubs. Percentages of male and female teachers working in urban primary schools and connected with some clubs are 18.7 and 4.6 respectively. Nearly 25% of the teachers working in the rural areas of Howrah, Hooghly, Bardwan, Birbhum and Midnapore are connected with some clubs in the locality of their residence. These percentages are as low as 4.7, 6.9 and 9.7 in the rural areas of Bankura, Purulia and Nadia respectively. 30% of male teachers

and 11% of female teachers serving in rural junior basic schools are also represented in some clubs. Corresponding percentages in urban junior basic schools are 20.0 and 10.7 respectively.

About one-sixth of teachers working in rural primary schools are members of some co-operative societies, the percentage of number teachers being as high as 25.3 in the district of Midnapore. Such figures among male and female teachers in urban primary schools are 12.4 and 8.3 respectively. Nearly 20% of male teachers working in rural junior basic schools are connected with some co-operative societies. Only 2 out of 53 female teachers of rural junior basic schools and only 1 out of 27 working in urban junior basic school are members of co-operative societies.

Teachers were asked as to whether they desired a change in their present profession which is often described by themselves as unremunerative and uncared for. It is found however that opinions in favour of a change were expressed by 78% and 69% of teachers in rural and urban primary schools. Fewer female teachers desire a change than their male counterparts. None of the 49 teachers working in the rural primary schools of Jalpaiguri and none of 93 such teachers in Nadia desire to change his/her profession. On the other hand more than 1% of primary school teachers in the rural areas of Howrah, Hooghly and Darjeeling want to take up some other profession. Among teachers in urban primary schools 14.5% of men and 6.1% of women teachers do not intend to continue teaching. Seventeen (36 men and 4.7% lady teachers engaged in rural junior basic schools want to leave teaching for a better job. Corresponding numbers among teachers in urban junior basic schools are 9 (out of 15) and 4 (out of 28).

OBSERVATIONS

An attempt has been made to study socio-economic conditions of 2032 teachers working in elementary schools. 8% of them working in junior basic schools, 69% of them being employed in rural areas and 19% of them being ladies. Responses on family income, expenditure and indebtedness were not adequately reliable and hence left out from discussions.

While the majority of teachers working in rural areas live in houses of their own, nearly half of the teachers employed in urban schools accommodate themselves and/or their employees in rented houses or flats. A few of them are allowed free use of some residential accommodation. The largest percentage (71.3%) of teachers in rural areas however live in kutcha houses although slightly more than 60% of teachers in urban schools reside in pucca buildings. Tap water is available for drinking and domestic purposes to families of 40% and 2% of teachers in urban and rural primary schools. Drinking water is taken from tubewells in the majority of teachers' households. Drinking water has to be procured from ponds in families of 152 and 30 teachers working in rural and in urban schools. Only in one third of teachers' families in rural areas and in double the proportion in towns and cities, sources of drinking water are located inside residences. Only 5% of such families in rural areas enjoy the facility of a pucca bath room within their houses, corresponding percentages among families of men and women teachers being 26.8 and 45.6. While about 80% of teachers in urban primary schools have privies within their houses, 26% of their counterparts in rural areas are denied of any such facilities.

The average number of members in the family of a rural primary school teacher came out to be 7.14, corresponding figures for urban primary schools and rural and urban junior basic schools working out as 5.89, 6.89 and 5.58 respectively.

The average monthly income of an elementary school teacher is about Rs. 200/-, except teachers working in urban junior basic schools with an average income of Rs. 175/-. Slightly less than one-fourth of such teachers earn a monthly total income not exceeding Rs. 75/-. Earners account for about one-fifth of all members in families of teachers in rural schools and



about one third in families of such teachers in urban areas. In comparatively large families some members were reported to be earner dependents, there being no such members in more than 85% of teachers' families.

In rural areas, most teachers devote between 4.5 and 5.5 hours a day in school teaching while in urban schools most teachers spend 3.5 to 4.5 hours for the same purpose. More teachers in urban areas undertake private coaching than in rural areas and less in junior basic than in primary schools. Fewer teachers devote one hour to private coaching than those who spend 2 hours or more to it. Some teachers in elementary schools spend some time in the pursuit of higher studies or in general reading. Nearly 15% of male and 5% of lady teachers in urban primary schools spend three hours or more on this. Social work also finds a place in the daily schedule of work of some teachers.

It is found that teachers of elementary schools are represented more in clubs than in co-operative societies except in a few districts. About one-sixth of teachers working in rural primary schools are members of some co-operative societies percentages among male and female teachers in urban primary schools being 12.7 and 8.7 respectively.

Opinions in favour of a change in profession were expressed by 7.8% and 10.9% of teachers in rural and urban primary schools. Fewer female teachers desire a change than their male counterparts.



CHAPTER—VIII

SOME ESTIMATES FOR PLANNING

To provide free elementary education for all children in the age group 6-11 years is a constitutional chapter already enacted. A demand for a better quality of education is to be reported in coming years as continued in these countries. It is not possible to deny the child a sound education. A already pointed out in chapter one percentage enrolment—schools and children aged 6 to 11 years in West Bengal stood at 74 in 1969-70. Not all the enrolled children will be studied at the end of class IV and class V and some a few more specially in rural areas drop out at the end of class I or class II. To establish free of cost elementary schools is all right, others also will not be able to meet the present percentage enrolment of children in schools. Quality of teaching has to be largely improved. It will necessitate the employment of more teachers, the improvement of their teaching aids and resources and the improvement of physical facilities. All this will require more estimate of elementary education. Additional investments required to ensure universal elementary education will depend primarily on the additional number of schools and of teachers. An attempt has accordingly been made to estimate the requirement for 1971 based on 1961 and 1971 census data. Since figures of existing conditions during the survey relate to 1967, the gap between figures for 1971 and those existing in 1971 may be a bit smaller than that reported in paragraphs below.

The estimated number of schools for universal elementary education in 1971 must take into account the estimated population in age group 6-11 years and the average number of pupils per school. Since average roll strength have been reported for rural areas, different districts and urban areas and since such figures were found to exhibit some differences, numbers of elementary schools required in rural areas in different districts and in urban areas have been worked out as follows:

Estimated number of schools for universal elementary education in the area
For the average 15.34 per cent enrolment in the area

Since census reports give population totals in 5 year age groups (0-4, 5-9, 10-14, 15-19, etc.) the population total in the age group 6-11 is obtained by adding to the census total for ages 5-9, estimated population for single years of age 10 and 11 deducing therefrom the estimated population for the single year of age 5. These single year estimates were calculated by using the multipliers in Sprague's Osculatory Interpolatory Formula for 5 year age group totals given in *Handbook of Statistical Methods for Demographers* (U.S. Bureau of Census). These multipliers are quoted below.

| To estimate | Age-group (years) | | | | | |
|-------------|-------------------|---------|---------|---------|---------|-------|
| Age | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 |
| 5 | + 0.336 | + 2.272 | - 0.752 | + 0.144 | | 2000 |
| 10 | - 0.128 | + 0.848 | + 1.504 | - 0.240 | + 0.016 | 2000 |
| 11 | - 0.016 | + 0.144 | + 2.224 | - 0.416 | + 0.064 | 2000 |

Age distribution for different districts for 1971 being not yet available age composition for 1961 were made use of. Sprague's multipliers were applied to 1961 group totals and the results obtained were inflated by the ratios

Total population in the area in 1971

Total population in the area in 1961

These estimates were divided by the average roll strengths to get the required numbers of schools. These were then multiplied by the average number of teachers per school as well as by 3 and 4 — numbers recommended by the government and by this report respectively. Such figures are presented in table A.1. Since age distributions for the districts of Paraha and Halpagiti in 1961 were not available in West Bengal, proportion of total population in ages 6-11 years was used to obtain estimated numbers of children in school going ages for these two districts.

While the total number of elementary schools existing in 1968-69 in the rural area of West Bengal was 29671, an estimated total of 53357 schools is required to cope with the needs for compulsory primary education. This means an increase of about 75% in the number of elementary schools. The existing and the estimated numbers of elementary schools in urban areas are respectively 3784 and 6608, requiring nearly 40% more schools to cater to all children in the age group 6-11. As pointed out earlier this gap between the existing and the required number of schools may be slightly narrower partly because some elementary schools might have been established during the years 1969-70 and partly because elementary education is also imparted in primary sections of high/ higher secondary schools.



Where the rural areas of Howrah, Hooghly, Bardwan, Midnapore, Coochbehar and Jalpaiguri percentages are also over 50, the additional schools adequate for the purpose of compulsory free primary education are 104, 248, 613, 302, 582 and 552 respectively. These must necessarily be distributed in the rural areas of Darriding, 24 Parganas, Nadia, Bahbham, Purulia, Bankura and West Durgapur. In the rural areas of Malda and Murshidabad an almost 100 per cent increase in existing numbers of schools is called for.

If 100 teachers be appointed to each elementary school, the estimated total number of teachers required in rural areas working on a 750:428 is against 1,10,609 teachers actually working in these schools, a 98 per cent.

One must note in the case of the rural districts where average roll strengths in schools are good, i.e. the additional number of schools required for compulsory primary education are not much and compared to the existing schools which in districts having good average numbers of pupils in a school, percentage increase required for the purpose are relatively small. This is why only 10 more schools are required in the rural areas of Howrah where the average roll strength is 161.35; more schools are required in the rural areas of Hooghly where an elementary school accommodates an average of 49 students and 60 more schools are required in the rural areas of Coochbehar where an average of 55 pupils go to a school. Similarly, the fact that existing number of elementary schools should be increased by 176 in the rural areas of Malda and Murshidabad must be taken along with the finding that average numbers of pupils in these two areas are only 1.2 and 1.6 respectively.

It is therefore desirable to work out additional number of rooms and of teachers on the basis of uniform average roll strength. Since the average roll strength in rural and urban primary schools came out to be 114.98 and 198.66 respectively, an average of 100 students per school may be accepted. This procedure will naturally reduce the additional number of schools in districts where the average roll strength is more than 100 and will inversely affect numbers of schools where more than 100 students are accommodated on an average in each school. Additional numbers of schools required to introduce compulsory free primary education are 104, 1894, 2488 and 1773 in the rural areas of Howrah, Hooghly, Bardwan and Nadia respectively. The figure is an average of 689 in 24 Parganas. In the rural areas of Midnapore, Bahbham, Bankura and Purulia such numbers are estimated as 2846, 2456, 963 and 359. In the North Bengal districts of Malda, West Durgapore, Coochbehar, Jalpaiguri and Darriding, the

schools come out as 1850, 1114, 1181, 1164 and 475 respectively. In March 1960, 254 elementary schools should be opened besides the existing 1651 schools to meet the requirements of universal elementary education. In urban areas 8152 additional schools are needed. The existing number of elementary schools was 33457 in 1956-57. As per census, we require a total of 70,73 elementary schools if the entire illiterate aged 6 to 11 years in 1971 are to be enrolled in schools and if a country school is to have an average of 100 pupils on its rolls.

The total numbers of teachers required to man these required numbers of schools will be 2,35,348 and 47,744 in rural and urban areas respectively. The assumption is that there should be 4 teachers in each school.

To establish more schools and employ more teachers will mean a great expenditure both recurring and non-recurring on primary education. Non-recurring expenses include costs of building of schools and of land, ground and accessories. Recurring expenses have to be incurred in paying stipends/grants of Rs. 15/- per month to a school and in paying teachers' salaries. If no tuition and other fees be realised from students either in rural or in urban areas and if the minimum pay of a primary school teacher be taken as Rs. 185/- per month, the total financial commitment in regard to teachers' salary and school contingency expenses for the first year on account of 37,416 more schools and hence 149,264 more teachers will stand at Rs. 2,81,73,580/-.



CHAPTER IX

PRIMARY SECTIONS OF HIGH HIGHER SECONDARY SCHOOLS

Data relating to primary sections of 25 randomly selected High Higher Secondary schools in Calcutta and Howrah town were collected. Figures available in primary sections of High Higher Secondary schools are expected to be better than those in primary schools. As the High Higher Secondary schools are located in Calcutta and Howrah town, the comparison is made mainly with urban primary schools. More than half (53%) of these High Higher Secondary schools were in existence before 1946, while about one-fourth of the primary schools were established as early as 1906. The percentages of such primary schools established before 1906 were 8.8% and 23.7% respectively. It should be noted that the percentage of High Higher Secondary schools which are based in the morning and in the remaining one-fourth schools which are established from 1906 to 1946 are falling below the position being occupied by urban primary schools.

In respect of medium of instruction there is no difference between primary sections of High Higher Secondary schools and urban primary schools in general, there being about 80% of the schools reporting instruction in English alone. The corresponding percentage for rural primary schools being as high as 98%.

Larger numbers of students study in primary sections of High Higher Secondary schools, the average total roll strength for primary sections of High Higher Secondary schools, urban and rural, being 229.6, 128 and 503 respectively. The picture in respect of school inspections was not so bright for High Higher Secondary schools. Although more of the High Higher Secondary schools reported no inspection and small percentages of rural (0.8%) and urban (0.9%) primary schools reported no inspection, percentage of High Higher Secondary schools being inspected, respectively, was found to be 50% corresponding percentages for rural and urban primary schools being 10.3 and 18.7.

The position in respect of school building supply (drinking water and sanitary arrangements) is much better for High Higher Secondary schools. While 93.8% of High Higher Secondary schools are located in pucca buildings of their own and the remaining 6.2% schools are housed in semi-pucca buildings partly owned by them only, 84.1% of urban primary schools possess their own buildings. 5.6% of schools being housed in pucca buildings. In this connection it may be noted that a high nearly 90% of rural primary schools being their own buildings percentage of primary schools in rural areas having kitchen building is also is 0.3. That the High Higher secondary school possessing pucca buildings of their own classes of primary sections are held in separate rooms the percentage of urban primary schools arranging classes in separate rooms being much smaller of 7.

Drinking water is available inside the premises in about 85% of High Higher Secondary schools while only about half 49.1% of urban primary schools extend facilities to their students. In respect of the sitting arrangement of teachers the position is practically the same in High Higher Secondary Schools and urban Primary schools. But while 90.8% of High Higher Secondary schools provide benches for their students of primary sections, only two thirds of urban Primary schools students sit on benches.

The position in respect of availability of teaching aids and accessories like blackboards, maps, globe and books is also better in primary sections of High Higher Secondary schools. In none of the primary sections of selected High Higher Secondary schools complete AND ACCESSORIES absence of blackboards and maps was noted while percentages of urban primary schools without a single blackboard and reporting non-possession of maps came out to be 1.5 and 12.8 respectively. In more than 80% of primary sections of High Higher Secondary schools there are at least 5 blackboards and 3 maps, the percentages of urban primary schools possessing 5 or more blackboards and 3 or more maps being 44.7 and 33.8 respectively. Nearly one third of urban primary schools did not possess a single globe the position being the same in about 16.90% of primary sections of High Higher Secondary schools. In about 5% of High Higher Secondary schools there are 2 or more globes, the corresponding percentage for urban primary schools being only 4.5. While in about two thirds of primary sections of High Higher Secondary schools and in one-fifth of primary schools in municipal towns number of books was reported to be greater than 100 percentages of primary sections of

High Higher Secondary schools and urban primary schools possessing not a single book came out to be 47.4 and 65.9 respectively.

Teachers in primary sections of High Higher Secondary schools are academically better qualified than their counterparts in urban primary schools not to speak of rural primary schools. About 11% of teachers in ACADEMIC QUALIFICATIONS in primary sections of selected High Higher Secondary schools are non-matriculate with

all of them having undergone through some training course. The corresponding percentage in respect of teacher in urban primary schools being nearly double, i.e. 22.9. About one-fourth of teachers in primary sections of High Higher Secondary schools and 15.6% of teachers of primary schools in urban areas are graduates while percentage of teachers having passed the Intermediate examination in the two groups of schools are nearly the same being 23.6 and 25.1 respectively. Average numbers of teachers in primary sections of High Higher Secondary schools and urban primary schools are 8.15 and 5.42 respectively, the corresponding figures for teacher/pupil ratio being 3.8 and 36.7 respectively.



CHAPTER X

SUMMARY & RECOMMENDATIONS

The sample schools were selected from rural and urban areas (about 14% primary and 10% upper basic schools) according to the following criteria: selected randomly from different districts of West Bengal having proper representative in the sample. Certain aspects of living conditions, socio-economic conditions and daily schedule of work have also been analysed and presented in respect of teachers working in the selected schools.

Elementary schools are mostly co-educational particularly in rural areas. While 78% and 44.5% of children teaching in rural and urban primary schools are girls as respectively percentages in upper basic schools are 39% and 73% respectively. A primary school has an average of 135

COMPOSITION OF STUDENTS pupils as against a figure of 140 in an upper basic school. In urban areas however, the figures are 99 and 81 respectively. Nearly half of rural primary schools work with 100 students or less, the maximum in 45% of urban primary schools. The strength vary between 101 and 200.

The total number of inhabited villages in 1976 is 107, yet that the number of elementary schools existing even in 1966 is 169. The nearest primary school was within a distance of 7.9% of respondents rural primary schools. About one-fifth of elementary schools reported the existence of some other schools.

LOCATION OF SCHOOLS the same village. Students in slightly less than 85% rural primary schools had to negotiate more than a mile at the most to reach their schools.

Despite the use of medium of instruction in most 95.6% elementary schools, however, Nepali, Hindi and Urdu are used in some schools where these languages happen to be mother tongue of local students. All the 23 Co-operative

MEDIUM OF INSTRUCTION Co-operative primary schools provide free education to their students on five days a week. About 10% of rural primary schools

For services rendered as above, I warrant that the above named
 employee will be employed by me for a period of at least one year
 for work to be performed as above stated. My servant
 will work on 200 days at the least a year.

[illegible]

The average number of teachers in a Government primary school is less than two in Muzirah and Pimpri and is less than three in the districts of Baramulla, Miraj and West Dargay. Miraj and Miraj are also varying between 1.00 and 3.50 in the 8 other districts. About 10% of the Government primary schools in urban and rural areas employ NUMBER OF TEACHERS 500 and 100 teachers per school on an average. Figures in G.S.T.P. for private aided schools and schools managed by local bodies are 63, 64 and 50 respectively. It may be recommended that pupil-teacher ratio should not exceed 40. Observed ratios are higher than 40 in primary schools in the rural areas of Miraj and

More than and 50 per cent, teacher in urban primary schools spend three hours or more on this. Social work also takes a place in the daily schedule of work of some teachers.

It is found that teachers of elementary schools are entertained more in clubs than in co-operative societies except in a few districts. About one sixth of teachers working in rural primary schools are members of some co-operative societies. Percentage of male and female teachers in urban primary schools are 83 and 83 respectively.

Opinions of teachers about change in profession were expressed by 78 and 49 of teachers in rural and urban primary schools. Fewer female teachers desire a change than male teachers do to pursue.

2200 primary schools were inspected. 1500 were only selected High Higher Secondary schools. 1000 were selected. 1000 were not selected. The average number of students in primary schools is 26 compared to an average of 199 in urban primary schools. Many of these PRIMARY SCHOOLS OF HIGH HIGHER SECONDARY SCHOOLS are housed in private buildings of their own and all the school expenses are felt to be the responsibility of the school. Drinking water is available in school premises in about 85 per cent of the schools. Sitting arrangements in school premises from those in urban primary schools. About 10 per cent of teachers in primary schools are untrained. About one fourth of teachers are graduates. The number of students at an average of 15 teacher and a pupil ratio of 1:15.



RECOMMENDATIONS

1. More elementary books should be published for use after school hours to cater to the large number of children in slums. Where possible, new elementary books and materials are suitable for use in the need of slums, of whom many live in the congested slums and other areas.

2. Schools should provide a separate room for children to take their meals and a separate room for each class. A separate room for drinking water must exist with a pump and tap. A latrine should also exist inside or near the school building.

3. Free school uniforms should be provided to children on all working days.

4. Schools should be inspected regularly to ensure regular and timely attendance of teachers and of students, adequate availability of teaching aids and accessories, etc.

5. Blackboards should be made and books must be made available to schools in adequate numbers.

6. There should be at least four teachers in a primary school. There should be at least one teacher for one section. In a class, the number of teachers should be equal to the total number of sections.

7. Teachers in primary schools must be at least trained matriculates.

8. Some incentives should be given to children to encourage them and especially backward families in order to prevent them dropping out before completion of the primary period of schooling.

9. The district wide primary level examinations at the end of class IV should either be abolished or be conducted more regularly to provide a correct assessment of learning by elementary school students.

10. Pay scales of elementary school teachers should be revised upwards to enable them to derive greater benefit from teaching in schools and in studies.

11. A uniform pattern of elementary school and elementary education should be adopted in place of the existing various patterns of primary and/or basic.

12. If elementary education is to make any real progress, it will have to be based on a sound system of elementary education in urban areas.

Advisory Committees should be set up in each district to work with the Government and the private sector to develop a system of elementary education. The committees should be responsible for the selection and appointment of teachers, the distribution of teaching materials, and the supervision of school administration.

13. A total of 37,500 more teachers should be recruited and a total of 149,000 additional students should be enrolled in elementary education. This will be done by increasing the number of teachers from 11,000 to 14,000 and the number of students from 100,000 to 149,000. This will be done by increasing the number of teachers from 11,000 to 14,000 and the number of students from 100,000 to 149,000.



PART THREE
TABLES



Table 11

Number of elementary schools existing, selected and closed
in Rural and Urban areas of different districts

| District | No. of school | | | No. of school | | | No. of school | | |
|-------------|----------------|----------------|-------|----------------|----------------|-------|----------------|----------------|-------|
| | Rural
Areas | Urban
Areas | Total | Rural
Areas | Urban
Areas | Total | Rural
Areas | Urban
Areas | Total |
| Calcutta | | | 98+* | | | 99+* | | | 100+* |
| Howrah | 39 | 323 | 362 | 0 | 33 | 33 | 70 | 33 | 103 |
| Hooghly | 1878 | 226 | 2104 | 95 | 28 | 123 | 94 | 25 | 119 |
| Darjeeling | 547 | 106 | 653 | 30 | 11 | 41 | 25 | 9 | 34 |
| Burdwan | 2275 | 68 | 2443 | 21 | 17 | 38 | 85 | 17 | 102 |
| 24-Parganas | 3933 | 1037 | 4970 | 200 | 104 | 304 | 174 | 96 | 270 |
| Nadia | 1472 | 231 | 1703 | 60 | 24 | 84 | 41 | 24 | 65 |
| Medinipur | 5938 | 148 | 6086 | 297 | 25 | 312 | 265 | 13 | 278 |
| Birbhum | 1418 | 40 | 1458 | 60 | 4 | 64 | 58 | 4 | 62 |
| Bardham | 2327 | 84 | 2411 | 95 | 9 | 104 | 83 | 8 | 91 |
| Barisal | 2494 | 54 | 2548 | 88 | 6 | 94 | 87 | 6 | 93 |
| Maldah | 1065 | 60 | 1125 | 45 | 8 | 53 | 43 | 5 | 48 |
| W. Dinajpur | 1463 | 51 | 1514 | 60 | 5 | 65 | 57 | 5 | 62 |
| Coochbehar | 1045 | 27 | 1072 | 42 | 4 | 46 | 31 | 0 | 31 |
| Morshadabad | 1651 | 153 | 1804 | 68 | 15 | 83 | 59 | 12 | 71 |
| Jalpaiguri | 1688 | 56 | 1744 | 55 | 6 | 61 | 47 | 2 | 49 |
| Total | 29753 | 2803 | 33457 | 1356 | 262 | 1618 | 1189 | 259 | 1448 |

*245 of these schools are run by the Calcutta Corporation

**26 of these schools are run by the Calcutta Corporation

***21 of these schools are run by the Calcutta Corporation

Total Roll Strength

[illegible]* β_{max} is the maximum value of the adjustment percentages

Table 22

Year of Establishment of School

| Year of
Establishment | NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | Number of
Students | | | | | | | | | | |
|--------------------------|---------------------------------|---------|---------|-------------|-------|-----------|---------|--------|--------|-------|--------------|-------------|-------------|-----------------------|-------|------------|---------------|------------|-------|----------|-------|---------|-------|-----|
| | Howrah | Hooghly | Burdwan | 24 Parganas | Nadia | Medanpore | Birbhum | Bakura | Patana | Manda | W. Medinipur | Cooch Behar | Murshidabad | Jangipore | Total | Local Body | Private Aided | G. S. + P. | Total | Students | Total | Private | Total | |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| 1941 | 21 | 36 | 6 | 8 | 22 | 22 | 22 | 18 | 3 | 22 | 0 | 20 | 1 | 319 | 22 | 5 | 1 | 8 | 34 | 34 | 34 | 34 | 34 | 34 |
| 1942 | 22 | 34 | 11 | 11 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 370 | 370 | 2 | 33 | 37 | 37 | 37 | 37 | 37 | 37 | 37 |
| 1943 | 7 | 6 | 6 | 8 | 14 | 2 | 8 | 8 | 2 | 2 | 4 | 1 | 4 | 93 | 3 | 6 | 15 | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
| 1944 | 9 | 9 | 37 | 22 | 22 | 41 | 1 | 62 | 49 | 16 | 14 | 17 | 26 | 85 | 41 | 68 | 800 | 101 | 101 | 101 | 101 | 101 | 101 | 101 |
| 1945 | 17 | 13 | 22 | 5 | 54 | 2 | 24 | 8 | 4 | 8 | 4 | 1 | 1 | 100 | 4 | 21 | 5 | 52 | 52 | 52 | 52 | 52 | 52 | 52 |
| 1946 | 19 | 62 | 135 | 143 | 210 | 285 | 354 | 99 | 98 | 143 | 143 | 249 | 1 | 171 | 53 | 38 | 167 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| 1947 | 3 | 6 | 11 | 3 | 25 | 5 | 5 | 10 | 1 | 8 | 2 | 2 | 2 | 124 | 3 | 24 | 4 | 11 | 11 | 11 | 11 | 11 | 11 | 11 |
| 1948 | 20 | 67 | 12 | 8 | 15 | 10 | 18 | 23 | 8 | 15 | 7 | 14 | 4 | 9 | 41 | 13 | 103 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| 1949 | 12 | 4 | 15 | 6 | 10 | 1 | 16 | 21 | 7 | 9 | 3 | 5 | 1 | 11 | 1 | 17 | 1 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| 1950 | 135 | 54 | 74 | 171 | 70 | 64 | 127 | 259 | 17 | 14 | 179 | 88 | 2 | 104 | 14 | 23 | 67 | 63 | 63 | 63 | 63 | 63 | 63 | 63 |
| 1951 | 1 | 1 | 1 | 1 | 5 | 6 | 6 | 6 | 1 | 2 | 3 | 5 | 7 | 36 | 1 | 2 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 1952 | 14 | 67 | 14 | 41 | 14 | 26 | 26 | 26 | 26 | 16 | 107 | 85 | 14 | 14 | 14 | 23 | 53 | 53 | 53 | 53 | 53 | 53 | 53 | 53 |
| 1953 | 17 | 18 | 21 | 7 | 2 | 3 | 4 | 10 | 1 | 5 | 1 | 6 | 1 | 24 | 34 | 85 | 5 | 34 | 34 | 34 | 34 | 34 | 34 | 34 |
| 1954 | 21 | 21 | 44 | 21 | 17 | 64 | 51 | 51 | 26 | 91 | 36 | 21 | 1 | 222 | 46 | 21 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 |
| Total | 58 | 15 | 29 | 28 | 25 | 47 | 29 | 81 | 41 | 55 | 28 | 59 | 14 | 165 | 73 | 24 | 30 | 127 | 127 | 127 | 127 | 127 | 127 | 127 |

* Figures in the column are averages of each category in the table indicate percentages

Table 2. Distance in miles from the Nearest Primary School

| Distance in miles | NUMBER OF RURAL PRIVATE SCHOOLS | | | | | | | | | | Number of children | | Total | | Total | | Total | Urban | Rural | Total |
|-------------------|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|--------------------|-------|-------|-------|-------|-------|-------|-------|-------|---------|
| | 0-1 | 1-2 | 2-3 | 3-4 | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 | 11-12 | 13-14 | 15-16 | 17-18 | 19-20 | | | | |
| 1-2 | 56 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 286 | 1069 | 60 | 8 74 |
| 3-4 | 56 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 333 | 849 | 746 | 589 718 |
| 5-6 | 56 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 14 | 313 | 2 | 26 |
| 7-8 | 56 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 33 | 219 | 2 | 253 |
| 9-10 | 56 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 1 | 4 | 1 | 1 |
| 11-12 | 56 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 33 | 03 | 11 | 10 |
| 13-14 | 56 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 36 | 46 | 1 | 2 |
| 15-16 | 56 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 07 | 32 | 11 | 19 |
| 17-18 | 56 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 337 | 1412 | 44 | 9 101 |

* Figures in the second row represent the majority of the total private schools.

Table 24

Existence of any other Primary School in the same village

| Name of other Primary School in the same village | NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | | Number of Urban Primary Schools | | Total | Total Primary Schools | Rural | Urban | Total | | | | | |
|--|---------------------------------|------------|--------|---------|-------------|-------|-----------|---------|---------|---------|-------|-------------|---------------------------------|--------|-------|-----------------------|-------|-------|-------|---------|-------|------------|---------------|-------------|
| | Howrah | Darjeeling | Hoopty | Burdwan | 24 Parganas | Radia | Midnapore | Birbhum | Bankura | Purulia | Malda | W. Dinajpur | Cooch Behar | Meerut | | | | | | Falguni | Total | Local Body | Private Aided | G. S. I. P. |
| Excess | 25 | 4 | 11 | 12 | 43 | 3 | 5 | 2 | 4 | 10 | 2 | 2 | 11 | 5 | 1 | 211 | 46 | 165 | 18 | 326 | 437 | 25 | 5 | 30 |
| | 411 | 267 | 371 | 162 | 264 | 86 | 202 | 41 | 51 | 123 | 49 | 16 | 303 | 86 | 214 | 193 | 610 | 360 | 511 | 671 | 105 | 56 | 56 | 201 |
| Deficit | 11 | 1 | 56 | 60 | 119 | 12 | 201 | 45 | 75 | 70 | 39 | 53 | 17 | 44 | 11 | 878 | 15 | 34 | 5 | 84 | 670 | 69 | 1 | 12 |
| Total | 569 | 268 | 427 | 222 | 383 | 98 | 403 | 86 | 126 | 193 | 88 | 69 | 320 | 130 | 225 | 2807 | 205 | 273 | 23 | 219 | 1127 | 135 | 6 | 699 |
| Not Scaled | | | 2 | 1 | | | 2 | | | 1 | | | | | | 6 | 12 | 15 | | 27 | 43 | 1 | 1 | 1 |
| | | | 27 | 36 | | | 18 | | | 12 | | | | | | 55 | 144 | 64 | | 88 | 23 | 11 | 1 | 10 |
| Total | 85 | 5 | 89 | 74 | 383 | 15 | 257 | 47 | 66 | 18 | 49 | 55 | 2 | 65 | 14 | 1061 | 23 | 225 | 23 | 243 | 1471 | 94 | 6 | 301 |

* Figures in the second row each category in the stub indicate percentages

Table 24

Maximum distance in miles negotiated by a student

| NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | | | | | | | | | | | | Number of Private Aided | | Number of Total | |
|--------------------------------------|---------|----------|---------|----------|-------------|-------|-----------|----------|---------|--------|------|------------|----------|-------------|-----------|-------|------------|---------------|----------|-------|-----------------------|-------|-------|-------------------------|--|-----------------|--|
| Maximum distance in miles negotiated | H. ward | Dancehig | H. ogby | Bar, wan | 24 Parganas | Nadia | Midnapore | B. rd am | Fanku a | Poruba | Mada | W. D nager | Cochbhar | Mueshd doid | Balpa gan | Total | Local Body | Private Aided | Gr S I P | Total | Total Primary Schools | Rural | Urban | Total | | | |
| 10 | 51 | 8 | 20 | 6 | 13 | 24 | 20 | 40 | 25 | 20 | 10 | 41 | 13 | 53 | 5 | 408 | 51 | 2 | 2 | 408 | 115 | 51 | 5 | 55 | | | |
| | 879 | 524 | 599 | 1 | 840 | 810 | 844 | 851 | 949 | 864 | 712 | 745 | 464 | 896 | 35 | 827 | 199 | 67 | 70 | 827 | 115 | 51 | 5 | 55 | | | |
| 11 | 7 | 6 | 8 | 12 | 24 | 6 | 40 | 7 | 4 | 9 | 10 | 14 | 11 | 4 | 9 | 171 | 14 | 58 | 7 | 29 | 25 | 18 | 5 | 44 | | | |
| 12 | 40 | 19 | 16 | 14 | 13 | 58 | 49 | 51 | 11 | 21 | 24 | 55 | 46 | 68 | 64 | 58 | 19 | 24 | 1 | 71 | 16 | 4 | 66 | 17 | | | |
| 13 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 4 | 0 | 4 | 1 | 4 | | | |
| Average | 67 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | | | |
| Notified | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | | | |
| Total | 58 | 15 | 89 | 74 | 161 | 35 | 257 | 97 | 79 | 51 | 41 | 55 | 25 | 59 | 14 | 1005 | 73 | 704 | 69 | 1074 | 147 | 94 | 9 | 156 | | | |

* Figures in the second row above each entry in the table indicate percentages

Selected case reports

Table 2
7[illegible]

estimated that the second and third quarters of 1994 will be especially



NUMBER OF RURAL PRIMARY SCHOOLS

| Year | Number of schools | | | | | | | | | | | |
|-------|-------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 1946-47 | 1947-48 | 1948-49 | 1949-50 | 1950-51 | 1951-52 | 1952-53 | 1953-54 | 1954-55 | 1955-56 | 1956-57 | 1957-58 |
| 1 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 2 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 3 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 4 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 5 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 6 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 7 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 8 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 9 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 10 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 11 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 12 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 13 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 14 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 15 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 16 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 17 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 18 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 19 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 20 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 21 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 22 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 23 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 24 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 25 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 26 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 27 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 28 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 29 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 30 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 31 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 32 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 33 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 34 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 35 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 36 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 37 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 38 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 39 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 40 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 41 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 42 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 43 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 44 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 45 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 46 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 47 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 48 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 49 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 50 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 51 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 52 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 53 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 54 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 55 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 56 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 57 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 58 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 59 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 60 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 61 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 62 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 63 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 64 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 65 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 66 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 67 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 68 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 69 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 70 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 71 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 72 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 73 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 74 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 75 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 76 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 77 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 78 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 79 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 80 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 81 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 82 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 83 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 84 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 85 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 86 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 87 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 88 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 89 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 90 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 91 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 92 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 93 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 94 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 95 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 96 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 97 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 98 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 99 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| 100 | 16 | 10 | 61 | 63 | 1 | | | | | | | |
| Total | 16 | 10 | 61 | 63 | 1 | | | | | | | |

By the Director, Government of India

| Ownership | NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | Number of Urban
Schools | | | Total | | | | | | |
|-----------------|---------------------------------|------------|---------|---------|-------------|-------|-----------|-----------|---------|---------|-------|-------------|------------|----------------------------|------------|-------|-------|------------|---------------|---------|-----------------|-------|-------|
| | Howrah | Dargaching | Hooghly | Burdwan | 24 Parganas | Nadia | Midnapore | Bishnupur | Barkura | Purulia | Malda | W. Dinajpur | Coochbehar | Murshidabad | Jalpaiguri | Total | | Local Body | Private Aided | C S F P | Total (Primary) | Rural | Urban |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Owned | 46 | 11 | 31 | 46 | 152 | 31 | 210 | 43 | 16 | 75 | 27 | 15 | 13 | 85 | 8 | 98 | 19 | 11 | 11 | 9 | 104 | 85 | 8 |
| | 96 | 33 | 61 | 55 | 93 | 86 | 131 | 16 | 5 | 27 | 10 | 22 | 55 | 15 | 63 | 156 | 53 | 4 | 13 | 13 | 151 | 196 | 88 |
| Partly
owned | 1 | | | | | 1 | 1 | 1 | | | | | | | | 6 | | 2 | | | 2 | 1 | |
| | 17 | | | | | 86 | 0 | 4 | 2 | 1 | | | | | | 95 | | 8 | | | 106 | 1 | |
| Rented | | | 1 | 2 | 2 | 1 | 1 | 1 | | | | | | 1 | | 9 | 39 | 29 | 8 | 126 | 135 | | |
| | | | 11 | 27 | 12 | 26 | 4 | 2 | | | | | 36 | | | 128 | 177 | 100 | 76 | 174 | 14 | | |
| Owned | 11 | 1 | 6 | 15 | 9 | | 14 | | 0 | 6 | 4 | 4 | | 1 | | 9 | 33 | 4 | 12 | 3 | 132 | 8 | |
| | 196 | 204 | 67 | 213 | 55 | | 54 | 43 | 123 | 34 | 48 | 33 | 107 | | | 424 | 55 | 17 | 100 | 1,692 | 88 | 1 | |
| Not
stated | 1 | 1 | 1 | 1 | | 2 | | | 1 | | | | | 1 | | 9 | 7 | | | | 1 | | |
| | 67 | 11 | 13 | | | 08 | | | 38 | | | | | 17 | | 108 | 14 | | | | 107 | | |

(Contd.)

Table 3.1 (Contd)

| Order | NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | | Number in Urban Primary Schools | | | | Number of Basic Schools | | | | | |
|------------|---------------------------------|------------|---------|---------|-------------|-------|-----------|---------|----------|---------|-----------|-------------|------------|-------------|---------------------------------|-------|------------|---------------|-------------------------|-------|-----------------------|-------|-------|-------|
| | Howrah | Darjeeling | Hooghly | Burdwan | 24 Parganas | Nadia | Midnapore | Birbhum | Panskura | Purulia | Medinipur | W. Dinajpur | Coochbehar | Murshidabad | Jalpaiguri | Total | Local Body | Private Aided | G & F P | Total | Total Primary Schools | Rural | Urban | Total |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| Pacca | 11 | 4 | 16 | 14 | 14 | 3 | 8 | 6 | 18 | 10 | 3 | 8 | 13 | 1 | 139 | 55 | 124 | 15 | 194 | 323 | 47 | 9 | 56 | |
| | 100 | 26.7 | 180 | 189 | 86 | 86 | 31 | 128 | 228 | 123 | 73 | 35 | 220 | 7 | 118 | 53 | 510 | 600 | 576 | 226 | 500 | 1000 | 544 | |
| Semi | 23 | 7 | 36 | 23 | 57 | 22 | 19 | 8 | 4 | 17 | 8 | 14 | 5 | 14 | 5 | 262 | 15 | 86 | 9 | 110 | 372 | 28 | 128 | |
| | 137 | 46.7 | 4 | 311 | 350 | 179 | 14 | 170 | 51 | 1210 | 195 | 255 | 179 | 337 | 35 | 239 | 205 | 367 | 300 | 326 | 261 | 98 | 232 | |
| Katcha | 24 | 4 | 17 | 17 | 42 | 11 | 22 | 13 | 53 | 52 | 30 | 33 | 23 | 31 | 8 | 694 | 3 | 24 | 6 | 33 | 727 | 19 | 19 | |
| | 413 | 26.7 | 416 | 500 | 564 | 285 | 82 | 702 | 671 | 642 | 332 | 600 | 521 | 525 | 57 | 634 | 41 | 10 | 200 | 98 | 508 | 202 | 84 | |
| Not stated | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 88 | 15 | 80 | 74 | 193 | 35 | 257 | 47 | 79 | 81 | 41 | 55 | 28 | 59 | 18 | 106 | 73 | 214 | 30 | 327 | 1432 | 94 | 9 | 103 |

* Figures in the second row in against each category in the stub at double price rates

Table 3.4

Class Room

| NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | | | | | | | | | | | | Number of Private Schools | | Number of Total Schools | |
|---------------------------------|--------|--------|--------|---------|------------|-------|-----------|---------|----------|---------|-------|-------------|-------------|---------|----------|-------|-------------|---------------|----------|-------|-----------------------|-------|-------|---------------------------|--|-------------------------|--|
| Class Room | Hewari | Dudhga | Hoopda | Bardwan | 24 Pargana | Nadia | Midnapore | Burdwan | Faridkot | Purulia | Malda | West Bengal | Cooch Behar | Almabad | Faridkot | Total | Urban Areas | Private Aided | U.S.T.P. | Total | Total Primary Schools | Rural | Urban | Total | | | |
| 1960 | 1 | 1 | 26 | 18 | 7 | 1 | 6 | 9 | 5 | 5 | 10 | 4 | 6 | 2 | 2 | 40 | 42 | 149 | 17 | 28 | 45 | 44 | 6 | 51 | | | |
| 1961 | 1 | 1 | 27 | 19 | 7 | 1 | 24 | 17 | 6 | 7 | 11 | 4 | 6 | 2 | 2 | 40 | 42 | 149 | 17 | 28 | 45 | 44 | 6 | 51 | | | |
| 1962 | 1 | 1 | 28 | 20 | 7 | 1 | 25 | 18 | 6 | 8 | 12 | 4 | 7 | 3 | 3 | 41 | 43 | 150 | 18 | 29 | 46 | 45 | 7 | 52 | | | |
| 1963 | 1 | 1 | 29 | 21 | 7 | 1 | 26 | 19 | 7 | 9 | 13 | 4 | 8 | 4 | 4 | 42 | 44 | 151 | 19 | 30 | 47 | 46 | 8 | 53 | | | |
| 1964 | 1 | 1 | 30 | 22 | 7 | 1 | 27 | 20 | 8 | 10 | 14 | 4 | 9 | 5 | 5 | 43 | 45 | 152 | 20 | 31 | 48 | 47 | 9 | 54 | | | |
| 1965 | 1 | 1 | 31 | 23 | 7 | 1 | 28 | 21 | 9 | 11 | 15 | 4 | 10 | 6 | 6 | 44 | 46 | 153 | 21 | 32 | 49 | 48 | 10 | 55 | | | |
| 1966 | 1 | 1 | 32 | 24 | 7 | 1 | 29 | 22 | 10 | 12 | 16 | 4 | 11 | 7 | 7 | 45 | 47 | 154 | 22 | 33 | 50 | 49 | 11 | 56 | | | |
| 1967 | 1 | 1 | 33 | 25 | 7 | 1 | 30 | 23 | 11 | 13 | 17 | 4 | 12 | 8 | 8 | 46 | 48 | 155 | 23 | 34 | 51 | 50 | 12 | 57 | | | |
| 1968 | 1 | 1 | 34 | 26 | 7 | 1 | 31 | 24 | 12 | 14 | 18 | 4 | 13 | 9 | 9 | 47 | 49 | 156 | 24 | 35 | 52 | 51 | 13 | 58 | | | |
| 1969 | 1 | 1 | 35 | 27 | 7 | 1 | 32 | 25 | 13 | 15 | 19 | 4 | 14 | 10 | 10 | 48 | 50 | 157 | 25 | 36 | 53 | 52 | 14 | 59 | | | |
| 1970 | 1 | 1 | 36 | 28 | 7 | 1 | 33 | 26 | 14 | 16 | 20 | 4 | 15 | 11 | 11 | 49 | 51 | 158 | 26 | 37 | 54 | 53 | 15 | 60 | | | |
| 1971 | 1 | 1 | 37 | 29 | 7 | 1 | 34 | 27 | 15 | 17 | 21 | 4 | 16 | 12 | 12 | 50 | 52 | 159 | 27 | 38 | 55 | 54 | 16 | 61 | | | |
| 1972 | 1 | 1 | 38 | 30 | 7 | 1 | 35 | 28 | 16 | 18 | 22 | 4 | 17 | 13 | 13 | 51 | 53 | 160 | 28 | 39 | 56 | 55 | 17 | 62 | | | |
| 1973 | 1 | 1 | 39 | 31 | 7 | 1 | 36 | 29 | 17 | 19 | 23 | 4 | 18 | 14 | 14 | 52 | 54 | 161 | 29 | 40 | 57 | 56 | 18 | 63 | | | |
| 1974 | 1 | 1 | 40 | 32 | 7 | 1 | 37 | 30 | 18 | 20 | 24 | 4 | 19 | 15 | 15 | 53 | 55 | 162 | 30 | 41 | 58 | 57 | 19 | 64 | | | |
| 1975 | 1 | 1 | 41 | 33 | 7 | 1 | 38 | 31 | 19 | 21 | 25 | 4 | 20 | 16 | 16 | 54 | 56 | 163 | 31 | 42 | 59 | 58 | 20 | 65 | | | |
| 1976 | 1 | 1 | 42 | 34 | 7 | 1 | 39 | 32 | 20 | 22 | 26 | 4 | 21 | 17 | 17 | 55 | 57 | 164 | 32 | 43 | 60 | 59 | 21 | 66 | | | |
| 1977 | 1 | 1 | 43 | 35 | 7 | 1 | 40 | 33 | 21 | 23 | 27 | 4 | 22 | 18 | 18 | 56 | 58 | 165 | 33 | 44 | 61 | 60 | 22 | 67 | | | |
| 1978 | 1 | 1 | 44 | 36 | 7 | 1 | 41 | 34 | 22 | 24 | 28 | 4 | 23 | 19 | 19 | 57 | 59 | 166 | 34 | 45 | 62 | 61 | 23 | 68 | | | |
| 1979 | 1 | 1 | 45 | 37 | 7 | 1 | 42 | 35 | 23 | 25 | 29 | 4 | 24 | 20 | 20 | 58 | 60 | 167 | 35 | 46 | 63 | 62 | 24 | 69 | | | |
| 1980 | 1 | 1 | 46 | 38 | 7 | 1 | 43 | 36 | 24 | 26 | 30 | 4 | 25 | 21 | 21 | 59 | 61 | 168 | 36 | 47 | 64 | 63 | 25 | 70 | | | |
| 1981 | 1 | 1 | 47 | 39 | 7 | 1 | 44 | 37 | 25 | 27 | 31 | 4 | 26 | 22 | 22 | 60 | 62 | 169 | 37 | 48 | 65 | 64 | 26 | 71 | | | |
| 1982 | 1 | 1 | 48 | 40 | 7 | 1 | 45 | 38 | 26 | 28 | 32 | 4 | 27 | 23 | 23 | 61 | 63 | 170 | 38 | 49 | 66 | 65 | 27 | 72 | | | |
| 1983 | 1 | 1 | 49 | 41 | 7 | 1 | 46 | 39 | 27 | 29 | 33 | 4 | 28 | 24 | 24 | 62 | 64 | 171 | 39 | 50 | 67 | 66 | 28 | 73 | | | |
| 1984 | 1 | 1 | 50 | 42 | 7 | 1 | 47 | 40 | 28 | 30 | 34 | 4 | 29 | 25 | 25 | 63 | 65 | 172 | 40 | 51 | 68 | 67 | 29 | 74 | | | |
| 1985 | 1 | 1 | 51 | 43 | 7 | 1 | 48 | 41 | 29 | 31 | 35 | 4 | 30 | 26 | 26 | 64 | 66 | 173 | 41 | 52 | 69 | 68 | 30 | 75 | | | |
| 1986 | 1 | 1 | 52 | 44 | 7 | 1 | 49 | 42 | 30 | 32 | 36 | 4 | 31 | 27 | 27 | 65 | 67 | 174 | 42 | 53 | 70 | 69 | 31 | 76 | | | |
| 1987 | 1 | 1 | 53 | 45 | 7 | 1 | 50 | 43 | 31 | 33 | 37 | 4 | 32 | 28 | 28 | 66 | 68 | 175 | 43 | 54 | 71 | 70 | 32 | 77 | | | |
| 1988 | 1 | 1 | 54 | 46 | 7 | 1 | 51 | 44 | 32 | 34 | 38 | 4 | 33 | 29 | 29 | 67 | 69 | 176 | 44 | 55 | 72 | 71 | 33 | 78 | | | |
| 1989 | 1 | 1 | 55 | 47 | 7 | 1 | 52 | 45 | 33 | 35 | 39 | 4 | 34 | 30 | 30 | 68 | 70 | 177 | 45 | 56 | 73 | 72 | 34 | 79 | | | |
| 1990 | 1 | 1 | 56 | 48 | 7 | 1 | 53 | 46 | 34 | 36 | 40 | 4 | 35 | 31 | 31 | 69 | 71 | 178 | 46 | 57 | 74 | 73 | 35 | 80 | | | |
| 1991 | 1 | 1 | 57 | 49 | 7 | 1 | 54 | 47 | 35 | 37 | 41 | 4 | 36 | 32 | 32 | 70 | 72 | 179 | 47 | 58 | 75 | 74 | 36 | 81 | | | |
| 1992 | 1 | 1 | 58 | 50 | 7 | 1 | 55 | 48 | 36 | 38 | 42 | 4 | 37 | 33 | 33 | 71 | 73 | 180 | 48 | 59 | 76 | 75 | 37 | 82 | | | |
| 1993 | 1 | 1 | 59 | 51 | 7 | 1 | 56 | 49 | 37 | 39 | 43 | 4 | 38 | 34 | 34 | 72 | 74 | 181 | 49 | 60 | 77 | 76 | 38 | 83 | | | |
| 1994 | 1 | 1 | 60 | 52 | 7 | 1 | 57 | 50 | 38 | 40 | 44 | 4 | 39 | 35 | 35 | 73 | 75 | 182 | 50 | 61 | 78 | 77 | 39 | 84 | | | |
| 1995 | 1 | 1 | 61 | 53 | 7 | 1 | 58 | 51 | 39 | 41 | 45 | 4 | 40 | 36 | 36 | 74 | 76 | 183 | 51 | 62 | 79 | 78 | 40 | 85 | | | |
| 1996 | 1 | 1 | 62 | 54 | 7 | 1 | 59 | 52 | 40 | 42 | 46 | 4 | 41 | 37 | 37 | 75 | 77 | 184 | 52 | 63 | 80 | 79 | 41 | 86 | | | |
| 1997 | 1 | 1 | 63 | 55 | 7 | 1 | 60 | 53 | 41 | 43 | 47 | 4 | 42 | 38 | 38 | 76 | 78 | 185 | 53 | 64 | 81 | 80 | 42 | 87 | | | |
| 1998 | 1 | 1 | 64 | 56 | 7 | 1 | 61 | 54 | 42 | 44 | 48 | 4 | 43 | 39 | 39 | 77 | 79 | 186 | 54 | 65 | 82 | 81 | 43 | 88 | | | |
| 1999 | 1 | 1 | 65 | 57 | 7 | 1 | 62 | 55 | 43 | 45 | 49 | 4 | 44 | 40 | 40 | 78 | 80 | 187 | 55 | 66 | 83 | 82 | 44 | 89 | | | |
| 2000 | 1 | 1 | 66 | 58 | 7 | 1 | 63 | 56 | 44 | 46 | 50 | 4 | 45 | 41 | 41 | 79 | 81 | 188 | 56 | 67 | 84 | 83 | 45 | 90 | | | |

* 1. The number of schools in each category in the table include new schools.

Building Competency for Teachers and Students

[illegible]

MONTHLY REPORT - FISCAL YEAR 2000

| Period | Total | By Category | | | | | | | | | | | | Total | Percentage |
|--------|-------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------|------------|
| | | Category 1 | Category 2 | Category 3 | Category 4 | Category 5 | Category 6 | Category 7 | Category 8 | Category 9 | Category 10 | Category 11 | Category 12 | | |
| Jan | 100 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 | 600 | 100% |
| Feb | 110 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 109 | 119 | 129 | 660 | 110% |
| Mar | 120 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 118 | 128 | 138 | 720 | 120% |
| Apr | 130 | 13 | 26 | 39 | 52 | 65 | 78 | 91 | 104 | 117 | 127 | 137 | 147 | 780 | 130% |
| May | 140 | 14 | 28 | 42 | 56 | 70 | 84 | 98 | 112 | 125 | 135 | 145 | 155 | 840 | 140% |
| Jun | 150 | 15 | 30 | 45 | 60 | 75 | 90 | 105 | 120 | 133 | 143 | 153 | 163 | 900 | 150% |
| Jul | 160 | 16 | 32 | 48 | 64 | 80 | 96 | 112 | 128 | 141 | 151 | 161 | 171 | 960 | 160% |
| Aug | 170 | 17 | 34 | 51 | 68 | 85 | 102 | 119 | 136 | 149 | 159 | 169 | 179 | 1020 | 170% |
| Sep | 180 | 18 | 36 | 54 | 72 | 90 | 108 | 126 | 144 | 157 | 167 | 177 | 187 | 1080 | 180% |
| Oct | 190 | 19 | 38 | 57 | 76 | 95 | 114 | 133 | 152 | 165 | 175 | 185 | 195 | 1140 | 190% |
| Nov | 200 | 20 | 40 | 60 | 80 | 100 | 120 | 140 | 160 | 173 | 183 | 193 | 203 | 1200 | 200% |
| Dec | 210 | 21 | 42 | 63 | 84 | 105 | 126 | 147 | 168 | 181 | 191 | 201 | 211 | 1260 | 210% |
| Total | 1700 | 170 | 340 | 510 | 680 | 850 | 1020 | 1190 | 1360 | 1490 | 1590 | 1690 | 1790 | 17000 | 1700% |

* If goes to the second row after each category it becomes a percentage

Table 14

Significance: $P < 0.05$

[illegible]

1. $\frac{1}{2} \log \frac{1}{2}$

Open space in bathing

[illegible][illegible]

Teaching Aids and Accessories • Black Boards

[illegible]

of papers in the second row are 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 8

Teaching Aids and Accessories Globes

Table 4.3

| No. of Globes | NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | No. of Urban Primary Schools | | Number of Globes | | | | | | | | |
|---------------|---------------------------------|------------|---------|---------|-------------|-------|-----------|---------|----------|---------|-------|------------------------------|-------------|------------------|------------|-------|---------------|-------------|-------|-------|-------|-------|
| | Howrah | Darjeeling | Hooghly | Bardham | 24 Parganas | Nadua | Midnapore | Birbham | Baishura | Peculia | Malda | W. Dinajpur | Cooch Behar | Murshidabad | Jalpaiguri | Total | Private Aided | G. S. T. P. | Total | Urban | Rural | Total |
| 1 | 31 | 1 | 15 | 5 | 39 | 15 | 6 | 8 | 4 | 1 | 18 | 19 | | 27 | 50 | 24 | 35 | 46 | 120 | 22 | 8 | 30 |
| 2 | 3 | 0 | 16 | 9 | 11 | 42 | 26 | 17 | 5 | 0 | 43 | 45 | 40 | 30 | 50 | 24 | 35 | 46 | 120 | 22 | 8 | 30 |
| 3 | 6 | 1 | 11 | 38 | 24 | 17 | 45 | 37 | 62 | 43 | 22 | 7 | 11 | 35 | 6 | 165 | 20 | 2 | 185 | 510 | 28 | 1 |
| 4 | 10 | 3 | 24 | 15 | 4 | 86 | 75 | 8 | 5 | 11 | 55 | 56 | 35 | 50 | 42 | 354 | 27 | 35 | 389 | 605 | 28 | 1 |
| 5 | 6 | | 2 | 5 | 7 | | 11 | | 7 | | 1 | 2 | 1 | 6 | | 28 | 2 | 1 | 29 | 48 | 8 | |
| 6 | 10 | | 22 | 0 | 4 | | 04 | | 8 | | 24 | 16 | 16 | 10 | | 35 | 27 | 10 | 31 | 34 | 5 | |
| 7 | | | | | | | | | | | | | | | | 1 | 1 | 1 | 3 | 5 | 1 | |
| 8 | | | | | | | | | | | | | | | | 0 | 14 | 11 | 15 | 04 | 1 | |
| 9 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 10 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 11 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 12 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 13 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 14 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 15 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 16 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 17 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 18 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 19 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 20 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 21 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 22 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 23 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 24 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 25 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 26 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 27 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 28 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 29 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 30 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 31 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 32 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 33 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 34 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 35 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 36 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 37 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 38 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 39 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 40 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 41 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 42 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 43 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 44 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 45 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 46 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 47 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 48 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 49 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 50 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 51 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 52 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 53 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 54 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 55 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 56 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 57 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 58 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 59 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 60 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 61 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 62 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 63 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 64 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 65 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 66 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 67 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 68 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 69 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 70 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 71 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 72 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 73 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 74 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 75 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 76 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 77 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 78 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 79 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 80 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 81 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 82 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 83 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 84 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 85 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 86 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 87 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 88 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 89 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 90 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 91 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 92 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 93 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 94 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 95 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 96 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 97 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 98 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 99 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 38 | |
| 100 | | | | | | | | | | | | | | | | 1 | 36 | 55 | 2 | 97 | 3 | |

Table 44

MAJOR CITY RURAL PRIMARY SCHOOLS

| No. of Models | Heath | Draper | Hughes | Hedges | 24 Pages | Notes | Materials | Books | Blackboard | Picture | Maps | W. D. C. | Class Material | Model | Tables | Books | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead | Lead |
|---------------|-------|--------|--------|--------|----------|-------|-----------|-------|------------|---------|------|----------|----------------|-------|--------|-------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|---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|---------------|-------|--------|--------|--------|----------|-------|-----------|-------|------------|---------|------|----------|----------------|-------|--------|-------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|---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* Figure in the second row in against each category in the stub indicate percentages

Total number of Books

[illegible]

Table 4.6

Teacher Time

| NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | | | | | | | | | | | | Number of children | | Number of teachers | |
|---------------------------------|--------|-----------|--------|---------|-------------|-------|------------|-----------|---------|---------|-----------|-------------|------------|------------|------------|-------|------------|---------------|-------------|-------|-------------------|---------|-------|--------------------|-------|--------------------|--|
| Classes held during | Hwarah | Dareching | Hogbly | Burdwar | 24 Parganas | Nadia | M. Chhapre | Bishnupur | Bankura | Purulia | Medinipur | W. Durgapur | Coochbehar | Aturadabad | Jalpaiguri | Total | Local Body | Private Aided | G. S. F. P. | Total | Total P. teachers | Schools | Rural | Urban | Total | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Day | 35 | 13 | 2 | 7 | 13 | 34 | 250 | 30 | 43 | 84 | 10 | 31 | 27 | 57 | 13 | 507 | 57 | 153 | 22 | 233 | 1104 | 31 | 0 | 0 | 26 | | |
| M. m. | 13 | 2 | 7 | 7 | 13 | 34 | 250 | 30 | 43 | 84 | 10 | 31 | 27 | 57 | 13 | 507 | 57 | 153 | 22 | 233 | 1104 | 31 | 0 | 0 | 26 | | |
| 18 | 35 | 13 | 2 | 7 | 13 | 34 | 250 | 30 | 43 | 84 | 10 | 31 | 27 | 57 | 13 | 507 | 57 | 153 | 22 | 233 | 1104 | 31 | 0 | 0 | 26 | | |
| Day & evening | 35 | 13 | 2 | 7 | 13 | 34 | 250 | 30 | 43 | 84 | 10 | 31 | 27 | 57 | 13 | 507 | 57 | 153 | 22 | 233 | 1104 | 31 | 0 | 0 | 26 | | |
| Not stated | 35 | 13 | 2 | 7 | 13 | 34 | 250 | 30 | 43 | 84 | 10 | 31 | 27 | 57 | 13 | 507 | 57 | 153 | 22 | 233 | 1104 | 31 | 0 | 0 | 26 | | |
| Total | 35 | 13 | 2 | 7 | 13 | 34 | 250 | 30 | 43 | 84 | 10 | 31 | 27 | 57 | 13 | 507 | 57 | 153 | 22 | 233 | 1104 | 31 | 0 | 0 | 26 | | |

*Figures in the second row in against each category in the table indicate percentages

Table 47

Weekly total teaching time, in hrs

| Teaching time
in hrs | NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | Number of Urban
Primary Schools | | | | Total | | | | | | |
|-------------------------|---------------------------------|-----------|----------|---------|-------------|-----------|----------|---------|---------|----------|------------------------------------|--------------|-------------|------------|-------|------------------------------------|---------------|----------|-------|-------|-------|
| | Flow rate | Dartmouth | Thompson | Burdwan | 24 Parganas | Medinipur | Bachchan | Bankura | Purulia | Midnapur | W. Medinipur | S. Medinipur | Murshidabad | Jalpaiguri | Total | Number of Urban
Primary Schools | Private Aided | C. N. P. | Total | Urban | Total |
| | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | | | | | | | | | | | | | | 4 | 2 | 15 | | | | |
| 2 | 1 | | | | | | | | | | | | | | 14 | 2 | 64 | | | | |
| 3 | 1 | | | | | | | | | | | | | | 28 | 1 | 58 | | | | |
| 4 | 1 | | | | | | | | | | | | | | 71 | 64 | 248 | | | | |
| 5 | 1 | | | | | | | | | | | | | | 104 | 151 | 5 | | | | |
| 6 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 7 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 8 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 9 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 10 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 11 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 12 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 13 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 14 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 15 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 16 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 17 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 18 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 19 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 20 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 21 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 22 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 23 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 24 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 25 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 26 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 27 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 28 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 29 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 30 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 31 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 32 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 33 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 34 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 35 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 36 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 37 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 38 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 39 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 40 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 41 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 42 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 43 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 44 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 45 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 46 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 47 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 48 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 49 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 50 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 51 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 52 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 53 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 54 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 55 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 56 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 57 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 58 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 59 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 60 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 61 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 62 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 63 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 64 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 65 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 66 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 67 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 68 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 69 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 70 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 71 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 72 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 73 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 74 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 75 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 76 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 77 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 78 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 79 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 80 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 81 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 82 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 83 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 84 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 85 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 86 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 87 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 88 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 89 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 90 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 91 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 92 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 93 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 94 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 95 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 96 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 97 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 98 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 99 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |
| 100 | 1 | | | | | | | | | | | | | | 104 | 151 | 16 | | | | |

* Figures in the second row against each category in the table are percentages.



| Number of
teaching days | NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | | Number of Urban
Primary Schools | | | Number of
Junior Basic
Schools | | | | | | | | |
|----------------------------|---------------------------------|------------|---------|---------|-------------|-------|-----------|---------|---------|---------|-------|--------------|------------------------------------|-------------|---------|--------------------------------------|------------|---------------|-------------|-------|--------------------------|-------|-------|-------|
| | Howrah | Darjeeling | Hooghly | Burdwan | 24 Parganas | Nadia | Medinipur | Birbhum | Bankura | Purulia | Malda | W. Medinipur | Cooch Behar | Murshidabad | Falguni | Total | Local Body | Private Aided | G. S. F. P. | Total | Total Primary
Schools | Rural | Urban | Total |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| 1951-52 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1952-53 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1953-54 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1954-55 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1955-56 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1956-57 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1957-58 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1958-59 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1959-60 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1960-61 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1961-62 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1962-63 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1963-64 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1964-65 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1965-66 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1966-67 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1967-68 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1968-69 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1969-70 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1970-71 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1971-72 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1972-73 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1973-74 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1974-75 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1975-76 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1976-77 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1977-78 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1978-79 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1979-80 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1980-81 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1981-82 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1982-83 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1983-84 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1984-85 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1985-86 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1986-87 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1987-88 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1988-89 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1989-90 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1990-91 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1991-92 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1992-93 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1993-94 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1994-95 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1995-96 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1996-97 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1997-98 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1998-99 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 1999-00 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2000-01 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2001-02 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2002-03 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2003-04 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2004-05 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2005-06 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2006-07 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2007-08 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2008-09 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2009-10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2010-11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2011-12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2012-13 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2013-14 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2014-15 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2015-16 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2016-17 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2017-18 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2018-19 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2019-20 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2020-21 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 2 | 5 | 7 | 17 | 17 | 17 | 17 |
| 2021-22 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | |

Academic Qualifications of Teachers

[illegible]

*Furrows in the second row are left in the laboratory in the substrate for 2 days.

Teacher- Pupil Ratio

| Table 32 | NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | | | | Number of children | | | Total | | | | | |
|----------|---------------------------------|---------|------------|--------|--------|--------|---------|-----------|---------|-----------|--------|---------------|-------------|--------|---------------|--------|--------------------|--------|--------|--------|--------|--------|--------|--------|-------|
| | Howrah | Barisal | Chittagong | Dhaka | Madras | Patna | Rangoon | Singapore | Tripura | W. Bengal | Y. P. | Private Aided | C. S. F. P. | Total | Total Primary | Rural | Urban | | | | | | | | |
| ASSTANT | 101.03 | 93.20 | 149.03 | 129.79 | 129.95 | 112.18 | 117.64 | 98.08 | 69.14 | 62.83 | 101.66 | 114.40 | 134.07 | 116.29 | 106.86 | 114.98 | 201.18 | 196.41 | 210.16 | 198.68 | 134.68 | 175.84 | 149.56 | 173.48 | |
| TEACHERS | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 | 44.46 |
| STUDENTS | 101.03 | 93.20 | 149.03 | 129.79 | 129.95 | 112.18 | 117.64 | 98.08 | 69.14 | 62.83 | 101.66 | 114.40 | 134.07 | 116.29 | 106.86 | 114.98 | 201.18 | 196.41 | 210.16 | 198.68 | 134.68 | 175.84 | 149.56 | 173.48 | |

of the negroes, but the negroes

Table 53 Number of Teachers and Number of Primary Sections in Elementary Schools

A. Rural Primary Schools

1. Howrah

| No. of Sections | Number of Teachers | | | | | | | |
|-----------------|--------------------|------|------|------|-----|-----|-----|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 Total |
| 3 | | 1 | | | | | | 1 |
| 4 | 1 | 11 | 21 | 10 | 4 | 3 | | 51 |
| 5 | | | 2 | 1 | | | | 4 |
| 7 | | | | | | | | 1 |
| Total | 1 | 12 | 23 | 11 | 4 | 3 | 1 | 53 |
| | 1.8 | 20.4 | 40.3 | 19.3 | 7.0 | 5.3 | 1.8 | 35 |

2. Darjeeling

| No. of Sections | Number of Teachers | | | | | | | |
|-----------------|--------------------|------|------|-----|---|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 Total |
| 4 | 1 | 5 | 2 | 1 | | | | |
| 5 | 2 | 4 | | | | | | |
| Total | 3 | 9 | 2 | 1 | | | | |
| | 2.00 | 60.0 | 13.3 | 6.7 | | | | |

3. Hooghly

| No. of Sections | Number of Teachers | | | | | | | |
|-----------------|--------------------|------|------|------|------|-----|-----|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 Total |
| 4 | 2 | 0 | 1 | 24 | 5 | 3 | 2 | 37 |
| 5 | | 4 | 6 | 4 | 3 | | | 17 |
| 6 | | | | | 1 | | | 1 |
| 8 | | | 1 | | | | | 1 |
| Total | 2 | 14 | 28 | 28 | 11 | 3 | 2 | 88 |
| | 2.5 | 17.7 | 35.4 | 35.4 | 13.9 | 3.8 | 2.5 | 13 |

4. Bardham

| No. of Sections | Number of Teachers | | | | | | | |
|-----------------|--------------------|------|------|------|-----|-----|-----|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 Total |
| 4 | 5 | 0 | 18 | 14 | | 4 | 1 | 4 |
| 5 | | 8 | 11 | 5 | | | | 18 |
| 6 | | | | | 1 | | | 1 |
| 7 | | | | | | | | 1 |
| Total | | 17 | 29 | 19 | 1 | 4 | 1 | 4 |
| | 4.0 | 20.0 | 32.2 | 20.3 | 4.0 | 6.8 | 1.4 | 14.4 |

Contd.

Table : 5.3 (contd.)

5. 24-Parganas

| No. of
Sections | Number of Teachers | | | | | | | Total |
|--------------------|--------------------|--------------|--------------|--------------|--------------|------------|------------|------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 4 | 6 | 34 | 56 | 23 | 14 | 4 | 4 | 141 |
| 5 | | 5 | 3 | 5 | 3 | 2 | | 18 |
| 7 | | | | | | | 2 | 3 |
| 8 | | | | | | | | 1 |
| Total | 6
(3.7) | 39
(23.9) | 59
(36.2) | 28
(17.2) | 17
(10.4) | 6
(3.7) | 6
(3.7) | 2
(1.2) |

6. Nadia

| | | | | | | | | |
|-------|------------|--------------|--------------|-------------|------------|--|------------|------------|
| 3 | | 1 | | | | | | 1 |
| 4 | 1 | 9 | 11 | 4 | 2 | | 1 | 28 |
| 5 | | 3 | 1 | 1 | | | | 6 |
| Total | 1
(2.9) | 13
(17.1) | 12
(14.4) | 5
(14.3) | 2
(5.7) | | 1
(2.9) | 1
(2.9) |

7. Midnapore

| | | | | | | | | |
|-------|-------------|--------------|--------------|--------------|-------------|------------|------------|------------|
| 3 | 4 | 2 | 1 | | | | | 7 |
| 4 | 14 | 75 | 74 | 30 | 9 | 1 | | 203 |
| 5 | 3 | 8 | 13 | 9 | 6 | 1 | | 40 |
| 6 | | | 2 | 1 | | 1 | 2 | 6 |
| 7 | | | | | | | | 1 |
| Total | 21
(8.2) | 85
(33.1) | 90
(35.0) | 40
(15.6) | 15
(5.8) | 3
(1.2) | 2
(0.8) | 1
(0.4) |

8. Burdham

| | | | | | | | | |
|-------|------------|--------------|--------------|--------------|------------|------------|--|----|
| 4 | 2 | 15 | 11 | 8 | 1 | 1 | | 38 |
| 5 | 1 | 2 | 2 | 3 | | | | 8 |
| 6 | | | | 1 | | | | 1 |
| Total | 3
(6.4) | 17
(36.2) | 13
(27.7) | 12
(25.5) | 1
(2.1) | 1
(2.1) | | 47 |

9. Bankura

| | | | | | | | | |
|-------|--------------|--------------|--------------|------------|------------|--|--|----|
| 2 | 1 | | | | | | | 1 |
| 3 | | 1 | | | | | | 1 |
| 4 | 10 | 32 | 31 | 3 | 1 | | | 77 |
| Total | 11
(13.9) | 33
(41.8) | 33
(39.2) | 3
(3.8) | 1
(1.3) | | | 79 |

Contd.

Table : 5.3 (contd.)

10. Patna

| No. of
Sections | Number of Teachers | | | | | | | | | |
|--------------------|--------------------|--------------|------------|------------|------------|---|---|---|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 10 | Total |
| 3 | 4 | | | | | | | | | 4 |
| 4 | 30 | 33 | 7 | 4 | 1 | | | | | 75 |
| 5 | | 2 | | | | | | | | 2 |
| Total | 14
(42.0) | 35
(43.2) | 7
(8.6) | 4
(4.9) | 1
(1.2) | | | | | 51 |

11. Malda

| | | | | | | | | | | |
|-------|------------|--------------|-------------|-------------|-------------|------------|------------|--|--|----|
| 3 | 1 | | | | | | | | | 1 |
| 4 | 1 | 15 | 8 | 6 | 3 | 1 | | | | 26 |
| 5 | | | 1 | | 2 | | 1 | | | 4 |
| Total | 4
(9.8) | 15
(36.6) | 9
(22.0) | 6
(14.6) | 5
(12.2) | 1
(2.4) | 1
(2.4) | | | 41 |

12. West Dinajpur

| | | | | | | | | | | |
|-------|------------|--------------|--------------|------------|------------|------------|------------|--|--|----|
| 4 | 2 | 24 | 18 | 3 | 5 | 1 | | | | 53 |
| 5 | | | 1 | 1 | | | | | | 1 |
| 6 | | | | | | | 1 | | | 1 |
| Total | 2
(3.6) | 24
(43.6) | 18
(32.7) | 4
(7.3) | 5
(9.1) | 1
(1.8) | 1
(1.8) | | | 55 |

13. Coochbehar

| | | | | | | | | | | |
|-------|-------------|--------------|-------------|------------|------------|------------|------------|------------|------------|----|
| 2 | | 1 | | | | | | | | 1 |
| 3 | | 1 | | | | | | | | 1 |
| 4 | 3 | 11 | 2 | 1 | 2 | | 1 | 1 | 1 | 22 |
| 5 | | | | 1 | | 1 | | | | 2 |
| 6 | | | 1 | | | | 1 | | | 2 |
| Total | 3
(10.7) | 13
(46.4) | 3
(10.7) | 2
(7.1) | 2
(7.1) | 1
(3.6) | 2
(7.1) | 1
(3.6) | 1
(3.6) | 28 |

14. Murshidabad

| | | | | | | | | | | |
|-------|--------------|--------------|--------------|-------------|------------|--|------------|--|--|----|
| 3 | 1 | | | | | | | | | 1 |
| 4 | 13 | 21 | 13 | 5 | 2 | | | | | 54 |
| 5 | | 1 | 1 | | | | | | | 2 |
| 7 | | | | | | | 1 | | | 1 |
| 9 | | | | 1 | | | | | | 1 |
| Total | 14
(23.7) | 22
(37.3) | 14
(23.7) | 6
(10.2) | 2
(3.4) | | 1
(1.7) | | | 59 |

Contd

Table : 53. (contd.)

15. Jangag C

| No. of
Sections | Number of Teachers | | | | | | | | | | |
|--------------------|--------------------|------|------|------|-----|------|-----|---|---|----|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 & Total
above |
| 3 | 1 | | | | | | | | | | 1 |
| 4 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | | | | 11 |
| 5 | | | | 1 | | | | | | | 1 |
| 6 | | | | 1 | | | | | | | 1 |
| Total | 3 | 2 | 2 | 3 | 1 | 2 | 1 | | | | 14 |
| | 21.4 | 14.3 | 14.3 | 21.4 | 7.1 | 14.3 | 7.1 | | | | |

16. Over-all Rural

| | | | | | | | | | | | |
|-------|------|------|------|------|-----|-----|-----|-----|-----|--|------|
| 2 | 1 | 1 | | | | | | | | | 2 |
| 3 | 11 | 6 | 1 | | | | | | | | 18 |
| 4 | 93 | 309 | 296 | 119 | 54 | 21 | 10 | 3 | 1 | | 926 |
| 5 | 6 | 14 | 17 | 26 | 14 | 4 | 2 | 2 | | | 117 |
| 6 | | | 2 | 3 | 2 | 1 | 4 | | | | 12 |
| 7 | | | | | | | 3 | 3 | | | 6 |
| 8 | | | 1 | | | | | 1 | | | 2 |
| 9 | | | | | 1 | | | | | | 1 |
| Total | 111 | 350 | 319 | 169 | 80 | 26 | 19 | 9 | 1 | | 1094 |
| | 10.1 | 32.0 | 31.0 | 15.4 | 6.4 | 2.4 | 1.7 | 0.8 | 0.1 | | |

B. Urban Primary Schools

1. Local Body

| | | | | | | | | | | | |
|-------|-----|------|------|------|-----|-----|------|-----|-----|-----|----|
| 3 | 1 | | | | | | | | | | 1 |
| 4 | 2 | 12 | 9 | 6 | 1 | | | 2 | | | 32 |
| 5 | 2 | | 5 | 10 | 3 | | | | | | 20 |
| 6 | | | | 1 | 3 | | | | | | 4 |
| 7 | | | | | | 1 | 2 | 1 | | | 4 |
| 8 | | 1 | | | | 1 | 4 | 2 | | 1 | 9 |
| 9 | | | | | | | | | | | 1 |
| 10 | | | | | | | 1 | | | | 1 |
| Total | 5 | 13 | 14 | 17 | 7 | 2 | 8 | 3 | 2 | 1 | 72 |
| | 6.9 | 18.1 | 19.4 | 23.6 | 9.7 | 2.8 | 11.1 | 4.2 | 2.8 | 1.4 | |

(contd.)

Table : 5.3 (contd.)

2 Private

| No. of
Sections | Number of Teachers | | | | | | | | | | Total
above |
|--------------------|--------------------|-----|------|------|------|------|------|-----|-----|-----|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 4 | 1 | 9 | 20 | 42 | 22 | 12 | 11 | 6 | 4 | 3 | 130 |
| 5 | 1 | 1 | 9 | 10 | 17 | 12 | 12 | 3 | 1 | 3 | 69 |
| 6 | | | | | 2 | 1 | 3 | 1 | | 1 | 8 |
| 7 | | | | | 1 | 1 | 6 | 3 | | | 12 |
| 8 | | | | | | 2 | 1 | | 2 | 2 | 9 |
| 9 | | | | | | | | 1 | 1 | | 2 |
| 10 | | | | | | | | 1 | | 1 | 2 |
| 11 | | | | | | | | | | 1 | 2 |
| Total | 2 | 10 | 29 | 52 | 42 | 28 | 33 | 15 | 8 | 11 | 234 |
| | 0.9 | 4.3 | 12.4 | 22.2 | 17.9 | 12.0 | 14.1 | 6.4 | 3.4 | 4.7 | 17 |

3 G S F P

| | | | | | | | | | | | |
|-------|--|--|-----|------|-----|------|------|-----|--|--|----|
| 4 | | | 1 | 3 | 2 | 5 | 10 | 1 | | | 22 |
| 5 | | | | | | | 3 | | | | 3 |
| 6 | | | | | | | 3 | | | | 3 |
| 7 | | | | | | | 1 | | | | 1 |
| 8 | | | | | | | 1 | | | | 1 |
| Total | | | 1 | 3 | 2 | 5 | 18 | 1 | | | 30 |
| | | | 3.3 | 10.0 | 6.7 | 16.7 | 60.0 | 3.3 | | | |

4. Over-all Urban

| | | | | | | | | | | | |
|-------|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|
| 3 | | 1 | | | | | | | | | 1 |
| 4 | 1 | 11 | 33 | 54 | 30 | 18 | 21 | 7 | 4 | 5 | 184 |
| 5 | 1 | 3 | 9 | 15 | 27 | 15 | 15 | 3 | 1 | 7 | 92 |
| 6 | | | | | 3 | 4 | 6 | 1 | | 1 | 15 |
| 7 | | | | | 1 | 1 | 8 | 5 | 1 | | 17 |
| 8 | | | 1 | | | 2 | 3 | 4 | 4 | 2 | 9 |
| 9 | | | | | | | | 2 | 1 | | 3 |
| 10 | | | | | | | | 2 | | 1 | 3 |
| 11 | | | | | | | | | | 1 | 2 |
| Total | 2 | 15 | 43 | 69 | 61 | 41 | 53 | 24 | 12 | 13 | 336 |
| | 0.6 | 4.5 | 12.8 | 20.5 | 18.2 | 11.9 | 5.8 | 7.3 | 3.3 | 3.9 | 15 |

Contd



Table - 5.3 contd.

1. Total Primary Schools

| No. of
Sections | Number of Teachers | | | | | | | | | | | Total |
|--------------------|--------------------|------|------|------|-----|-----|-----|-----|-----|-----|------------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 & above | |
| 2 | 1 | 1 | | | | | | | | | | 2 |
| 3 | 11 | 7 | 1 | | | | | | | | | 19 |
| 4 | 94 | 320 | 329 | 193 | 84 | 59 | 31 | 14 | 4 | 6 | | 1110 |
| 5 | 7 | 17 | 48 | 4 | 41 | 12 | 17 | 5 | 1 | 1 | | 219 |
| 6 | | | 2 | 3 | 5 | 5 | 10 | 1 | | 1 | | 27 |
| 7 | | | | | 1 | 1 | 11 | 8 | 1 | | 1 | 23 |
| 8 | | | 2 | | | 2 | 3 | 5 | 4 | 2 | 3 | 21 |
| 9 | | | | 1 | | | | 2 | 1 | | | 4 |
| 10 | | | | | | | | 2 | | 1 | | 3 |
| 11 | | | | | | | | | | 1 | 1 | 2 |
| Total | 113 | 365 | 382 | 211 | 131 | 66 | 72 | 31 | 14 | 14 | 5 | 1430 |
| | 7.9 | 25.5 | 26.7 | 16.6 | 9.2 | 4.6 | 5.0 | 2.3 | 0.8 | 1.0 | 0.4 | |

C. Junior Basic Schools

1. Rural

| | | | | | | | | | | | | |
|-------|-----|-----|------|------|------|------|-----|-----|-----|--|--|----|
| 4 | | 1 | 1 | | 1 | | 1 | | | | | 4 |
| 5 | 2 | 4 | 12 | 53 | 9 | 13 | 2 | 2 | 1 | | | 98 |
| 6 | | 1 | 1 | 4 | | 4 | 2 | | | | | 12 |
| 7 | | | | | | | 2 | 1 | | | | 3 |
| 8 | | | | | | | | | 1 | | | 1 |
| 9 | | | | | | | | 1 | | | | 1 |
| Total | 2 | 6 | 14 | 24 | 20 | 14 | 7 | 4 | 2 | | | 67 |
| | 2.1 | 6.5 | 15.1 | 25.8 | 21.5 | 15.1 | 7.5 | 4.3 | 2.1 | | | |

*Information from one School is not available

C. Junior Basic School

2. Urban

| | | | | | | | | | | | | |
|-------|--|--|--|------|------|------|--|--|--|--|--|---|
| 5 | | | | 1 | 6 | | | | | | | 7 |
| 6 | | | | | | 1 | | | | | | 1 |
| Total | | | | 1 | 6 | 1 | | | | | | 9 |
| | | | | 11.1 | 66.7 | 22.2 | | | | | | |

3. Overall

| | | | | | | | | | | | | |
|-------|-----|-----|----|------|------|-----|-----|-----|-----|--|--|-----|
| 4 | | 1 | 1 | | 1 | | 1 | | | | | 4 |
| 5 | 2 | 4 | 12 | 53 | 25 | 13 | 2 | 2 | 1 | | | 98 |
| 6 | | 1 | 1 | 4 | | 5 | 2 | | | | | 12 |
| 7 | | | | | | | 3 | 1 | | | | 3 |
| 8 | | | | | | | | | 1 | | | 1 |
| 9 | | | | | | | | 1 | | | | 1 |
| Total | 2 | 6 | 14 | 25 | 26 | 16 | 7 | 4 | 2 | | | 102 |
| | 1.9 | 5.9 | 12 | 24.6 | 25.6 | 5.6 | 6.9 | 4.0 | 1.9 | | | |

Residence facilities for Teachers

| NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | Number of
Urban Primary
Schools | | Number of
Rural
Schools | |
|---------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|---------------------------------------|--|-------------------------------|--|
| | | | | | | | | | | | | | Urban | | Rural | |
| | | | | | | | | | | | | | Total | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | Total | |
| | | | | | | | | | | | | | K. S. B. P. | | Total | |
| | | | | | | | | | | | | | Private Aided | | Total | |
| | | | | | | | | | | | | | Local Body | | Total | |
| | | | | | | | | | | | | | Talpaipur | | | |

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

Setting of Question Papers

Table 9.1.1

| NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | | | Number of Junior Basic Schools | | Total | | |
|---------------------------------|---------|------------|-------|----------|-----------|--------|---------|-------|-----------|------------|-------------|------------|-------|--------------|--------------------------------|-------|-------|-------|-------|
| Howrah | Barisal | Chittagong | Dhaka | Madhupur | Burhanpur | Bakura | Purulia | Nadia | W. Bengal | Coochbehar | Murshidabad | Jalpaiguri | Total | Local Bodies | Percentage Aided | Total | Rural | Urban | Total |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 100 | 12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | |

Setting of Question Papers

[illegible]

*Figures in the second row appear at each stage, and the stub indicate percentages

Table 612

Special Coaching for Primary Final Examinations

Period

| Year | Month | NUMBER OF REVISED PRIMARY SCORERS | | | | | | | | | | | | Total | Private Agency | Total | Total | Total | Total |
|------|-------|-----------------------------------|-----|-----|-----|-----|-----|--------------|-----|-----|-----|-----|-----|-------|----------------|-------|-------|-------|-------|
| | | First Round | | | | | | Second Round | | | | | | | | | | | |
| | | 1st | 2nd | 3rd | 4th | 5th | 6th | 1st | 2nd | 3rd | 4th | 5th | 6th | | | | | | |
| 1971 | 1 | 1 | 1 | 24 | 4 | 2 | 28 | 21 | 7 | 1 | 36 | 16 | 20 | 4 | 40 | 4 | 4 | 4 | 4 |
| | 2 | 1 | 1 | 10 | 3 | 2 | 17 | 14 | 8 | 6 | 24 | 55 | 37 | 10 | 65 | 4 | 4 | 4 | 4 |
| 1972 | 1 | 1 | 1 | 14 | 2 | 1 | 18 | 15 | 25 | 3 | 9 | 3 | 17 | 6 | 23 | 4 | 4 | 4 | 4 |
| | 2 | 1 | 1 | 10 | 4 | 0 | 15 | 11 | 0 | 7 | 16 | 10 | 28 | 18 | 46 | 4 | 4 | 4 | 4 |
| 1973 | 1 | 4 | 3 | 1 | 1 | 0 | 9 | 11 | 49 | 10 | 9 | 22 | 8 | 31 | 4 | 4 | 4 | 4 | 4 |
| | 2 | 1 | 1 | 1 | 1 | 1 | 5 | 14 | 4 | 18 | 2 | 12 | 37 | 66 | 11 | 4 | 4 | 4 | 4 |
| 1974 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 4 | 2 | 1 | 5 | 2 | 5 | 2 | 7 | 1 | 1 | 1 | 1 |
| | 2 | 1 | 1 | 1 | 1 | 1 | 5 | 4 | 2 | 1 | 5 | 2 | 5 | 2 | 7 | 1 | 1 | 1 | 1 |

Note: In the second row under each category in the table above are percentages.

Table 13

Special Coaching for Primary First Examinations Duration

| Period | NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | Total | |
|----------------------|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|-------|------|
| | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
| Less than 1 month | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| One to three months | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Three months or more | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Does not state | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Not stated | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

* Figures in the second row against each category of duration are percentages

Percentage of Students passed in class II

| Year | Month | Day | Time | Place | Event | Remarks |
|------|-------|-----|-------|----------|----------|---------------|
| 1906 | June | 1 | 10:00 | St. Paul | Arrived | From St. Paul |
| 1906 | June | 2 | 10:00 | St. Paul | Departed | To St. Paul |
| 1906 | June | 3 | 10:00 | St. Paul | Arrived | From St. Paul |
| 1906 | June | 4 | 10:00 | St. Paul | Departed | To St. Paul |
| 1906 | June | 5 | 10:00 | St. Paul | Arrived | From St. Paul |
| 1906 | June | 6 | 10:00 | St. Paul | Departed | To St. Paul |
| 1906 | June | 7 | 10:00 | St. Paul | Arrived | From St. Paul |
| 1906 | June | 8 | 10:00 | St. Paul | Departed | To St. Paul |
| 1906 | June | 9 | 10:00 | St. Paul | Arrived | From St. Paul |
| 1906 | June | 10 | 10:00 | St. Paul | Departed | To St. Paul |
| 1906 | June | 11 | 10:00 | St. Paul | Arrived | From St. Paul |
| 1906 | June | 12 | 10:00 | St. Paul | Departed | To St. Paul |
| 1906 | June | 13 | 10:00 | St. Paul | Arrived | From St. Paul |
| 1906 | June | 14 | 10:00 | St. Paul | Departed | To St. Paul |
| 1906 | June | 15 | 10:00 | St. Paul | Arrived | From St. Paul |
| 1906 | June | 16 | 10:00 | St. Paul | Departed | To St. Paul |
| 1906 | June | 17 | 10:00 | St. Paul | Arrived | From St. Paul |
| 1906 | June | 18 | 10:00 | St. Paul | Departed | To St. Paul |
| 1906 | June | 19 | 10:00 | St. Paul | Arrived | From St. Paul |
| 1906 | June | 20 | 10:00 | St. Paul | Departed | To St. Paul |
| 1906 | June | 21 | 10:00 | St. Paul | Arrived | From St. Paul |
| 1906 | June | 22 | 10:00 | St. Paul | Departed | To St. Paul |
| 1906 | June | 23 | 10:00 | St. Paul | Arrived | From St. Paul |
| 1906 | June | 24 | 10:00 | St. Paul | Departed | To St. Paul |
| 1906 | June | 25 | 10:00 | St. Paul | Arrived | From St. Paul |
| 1906 | June | 26 | 10:00 | St. Paul | Departed | To St. Paul |
| 1906 | June | 27 | 10:00 | St. Paul | Arrived | From St. Paul |
| 1906 | June | 28 | 10:00 | St. Paul | Departed | To St. Paul |
| 1906 | June | 29 | 10:00 | St. Paul | Arrived | From St. Paul |
| 1906 | June | 30 | 10:00 | St. Paul | Departed | To St. Paul |

$\frac{1}{n} \sum_{i=1}^n x_i = \bar{x}$

Table 6 2 3
Percentage of Students passed in class III[illegible]

1. *Staphylococcus aureus* (Staph. aureus)
 2. *Staphylococcus epidermidis* (Staph. epidermidis)
 3. *Staphylococcus saprophyticus* (Staph. saprophyticus)
 4. *Staphylococcus carnosus* (Staph. carnosus)
 5. *Staphylococcus sciuri* (Staph. sciuri)
 6. *Staphylococcus hyacinthi* (Staph. hyacinthi)
 7. *Staphylococcus albus* (Staph. albus)
 8. *Staphylococcus citreus* (Staph. citreus)
 9. *Staphylococcus gelae* (Staph. gelae)
 10. *Staphylococcus lentus* (Staph. lentus)
 11. *Staphylococcus marimurum* (Staph. marimurum)
 12. *Staphylococcus pasteurii* (Staph. pasteurii)
 13. *Staphylococcus schweinfurthii* (Staph. schweinfurthii)
 14. *Staphylococcus simulans* (Staph. simulans)
 15. *Staphylococcus vitreus* (Staph. vitreus)

Table 63
Percentage of passes in Primary Final Examination

| NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | | | | | Number of
Urban Primary Schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|--------|--------|-------|---------------|---------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--|
| Percentage of
Passes | Howrah | Tagore | Hugli | J. P. Narayan | N. P. Narayan | H. Narayan | M. Narayan | P. Narayan | M. Narayan | W. Narayan | C. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | M. Narayan | |

of figures in the second row against categories in the stub indicate percentages

Table 641

Percentage of Students passed in first division

| Percentage passed in first division | NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | Number of Schools | | | |
|-------------------------------------|---------------------------------|--------|---------|-------------|-------|-----------|---------|-------|---------|-------|-----------|-------|---------|-------------------|---------------|-------|-----------------------|
| | Hemachal Pradesh | Chamba | Budhkot | 24 Parganas | Nadia | Medinipur | Hooghly | Malda | Barisal | Patna | W. Bengal | Assam | Mizoram | Local Bodies | Private Aided | Total | Total Primary Schools |
| 100 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 90 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 80 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 70 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 60 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 50 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 40 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 30 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 20 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Not stated | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

* Figures in the second row against each entry in the stub and are percentages

| NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | |
|---------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|-------|
| Percentage Passed or above | 1st Division | 2nd Division | 3rd Division | 4th Division | 5th Division | 6th Division | 7th Division | 8th Division | 9th Division | 10th Division | 11th Division | 12th Division | Total |
| | | | | | | | | | | | | | |
| 0-10 | 20 | 26 | 41 | 48 | 58 | 68 | 78 | 88 | 98 | 108 | 118 | 128 | 138 |
| 11-20 | 18 | 24 | 34 | 44 | 54 | 64 | 74 | 84 | 94 | 104 | 114 | 124 | 134 |
| 21-30 | 16 | 22 | 32 | 42 | 52 | 62 | 72 | 82 | 92 | 102 | 112 | 122 | 132 |
| 31-40 | 14 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 | 130 |
| 41-50 | 12 | 18 | 28 | 38 | 48 | 58 | 68 | 78 | 88 | 98 | 108 | 118 | 128 |
| 51-60 | 10 | 16 | 26 | 36 | 46 | 56 | 66 | 76 | 86 | 96 | 106 | 116 | 126 |
| 61-70 | 8 | 14 | 24 | 34 | 44 | 54 | 64 | 74 | 84 | 94 | 104 | 114 | 124 |
| 71-80 | 6 | 12 | 22 | 32 | 42 | 52 | 62 | 72 | 82 | 92 | 102 | 112 | 122 |
| 81-90 | 4 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 |
| 91-100 | 2 | 8 | 18 | 28 | 38 | 48 | 58 | 68 | 78 | 88 | 98 | 108 | 118 |
| Not stated | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Total | 56 | 87 | 167 | 258 | 345 | 432 | 519 | 606 | 693 | 780 | 867 | 954 | 1041 |

*Figures in the second row against each category in the table indicate percentages

Table 643.

Percentage of Students passed in third division

| Percentage passed in third division | NUMBER OF RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | | | Number of Urban Primary Schools | | | | | |
|-------------------------------------|---------------------------------|------------|-----------|-----------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|------------|-------------|----------|---------------------------------|------------|---------------|-------------|-----------|-----------------------|
| | Howrah | Darjeeling | Hooghly | Burdwan | 24 Parganas | Nadia | Midnapore | Birbhum | Bankura | Purulia | Malda | W. Dinajpur | Coochbehar | Murshidabad | Jajpura | Total | Local Body | Private Aided | G. S. I. P. | Total | Total Private Schools |
| | | | | | | | | | | | | | | | | | | | | | |
| 0-33 | 17
104 | 1
1 | 24
191 | 12
478 | 44
288 | 15
143 | 46
494 | 19
422 | 39
521 | 21
276 | 10
244 | 18
450 | 12
542 | 11
534 | 4
333 | 440
434 | 26
188 | 83
374 | 11
423 | 28
361 | 560
1426 |
| 33-50 | 23
303 | 2
22 | 22
263 | 21
313 | 45
294 | 8
229 | 38
169 | 8
178 | 17
227 | 12
158 | 23
317 | 13
325 | 4
182 | 12
207 | 3
250 | 240
240 | 10
149 | 51
230 | 7
269 | 68
216 | 338
334 |
| 50-75 | 8
143 | 3
33 | 20
230 | 11
164 | 27
76 | 6
71 | 25
111 | 12
267 | 9
20 | 14
184 | 5
122 | 7
175 | 2
91 | 2
155 | 2
160 | 120
160 | 20
49 | 67
302 | 5
192 | 92
292 | 252
491 |
| 75-100 | 5
189 | 1
11 | 9
103 | 2
30 | 14
92 | 6
71 | 7
31 | 4
89 | 6
80 | 22
289 | 6
146 | 2
50 | 4
182 | 5
87 | 1
63 | 94
94 | 0
49 | 12
54 | 2
77 | 24
76 | 15
90 |
| Not stated | 4
71 | 2
22 | 1
23 | 1
15 | 23
150 | 3
86 | 9
40 | 2
44 | 4
53 | 7
92 | 7
171 | | | 1
17 | 2
167 | 67
67 | 1
15 | 9
40 | 1
34 | 11
15 | 78
59 |
| Total | 56 | 9 | 87 | 67 | 151 | 35 | 225 | 45 | 75 | 77 | 41 | 40 | 22 | 58 | 12 | 140 | 67 | 222 | 26 | 315 | 116 |

* Figures in the second row against each category in the stub indicate percentages

NUMBER OF TEACHERS IN RURAL PR MARY SCHOOLS

TABLE

| Buildings | Rural | | | | | | | | | | | | | | | Total | Total % | Urban |
|--------------------|-----------|------------|---------|---------|-------------|-------|-----------|---------|-----------|---------|-------|--------------|-------------|-------------|------------|-------|---------|-------|
| | Theravath | Dattatraya | Hooghly | Burdwan | 24 Parganas | Nadua | Midnapore | Burkham | Baerakura | Purulia | Malda | W. Bardhaman | Cooperbazar | Murshidabad | In Pargana | | | |
| Owned | 103 | 25 | 201 | 304 | 230 | 261 | 210 | 32 | 171 | 144 | 167 | 127 | 77 | 180 | 49 | 3100 | 1528 | 43 |
| Rented | 5 | 4 | 17 | 27 | 20 | 17 | 23 | 6 | 2 | 1 | 5 | 8 | 5 | 13 | 8 | 64 | 74 | 4 |
| Allowed to use | 7 | 3 | 14 | 27 | 14 | 2 | 12 | 1 | 2 | 2 | 6 | 9 | 9 | 3 | 16 | 24 | 24 | 8 |
| Other arrangements | 30 | 120 | 46 | 89 | 27 | 22 | 17 | 25 | 12 | 14 | 56 | 70 | 117 | 17 | 27 | 41 | 78 | 187 |
| Not stated | 2 | 8 | 1 | 5 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total | 181 | 25 | 201 | 304 | 230 | 261 | 210 | 32 | 171 | 144 | 167 | 127 | 77 | 180 | 49 | 3100 | 1528 | 43 |

* Figures in the second row against each category in the stub indicate percentages

Table 7-1 (cont'd)

Teachers' Residences - Condition of Buildings

| Buildings | NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS | | | | | | | | | | | | Total Teachers | Rural | Total | In the Building |
|-----------|---|--------------|-------------|---------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|----------------|-------|-------|-----------------|
| | Household | Water supply | Electricity | Heating | Refrigerator | Stove | Refrigerator | Stove | Refrigerator | Stove | Refrigerator | Stove | | | | |
| Public | 64 | 3 | 10 | 6 | 10 | 6 | 10 | 6 | 10 | 6 | 10 | 6 | 97 | 61 | 26 | 26 |
| Private | 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 61 | 16 | 60 | 60 |
| Religious | 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 147 | 75 | 9 | 9 |
| Other | 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 227 | 208 | 18 | 18 |
| Religious | 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 202 | 224 | 9 | 9 |
| Other | 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 132 | 620 | 209 | 209 |
| Religious | 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 6 | 1 | 1 | 1 |
| Other | 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 61 | 03 | 03 | 03 |
| Total | 120 | 16 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 1528 | 361 | 41 | 41 |

*Figures in the second row against each category in the stub indicate percentages

Location and source of drinking water used by Teacher & Families

[illegible]

figures in the second row agree with category in the step indicator percentages.

Table 7 3

Name and location of bath-rooms in Teacher's residences

| NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS | | | | | | | | | | No. of teachers by order of qualification | | | |
|---|--------------|----------------|------|--------|-------|---------------|-----------------------|-----------------------|-----------------------|---|--------|-------|--------|
| District | Taluk | No. of schools | Male | Female | Total | M. A. & B. A. | M. A. & B. A. & below | M. A. & B. A. & below | M. A. & B. A. & below | Total | | Total | |
| | | | | | | | | | | Male | Female | Male | Female |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Mysore | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| | Channarayana | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1</ | | | | |

1. The first step is to identify the problem or question that needs to be addressed. This involves understanding the context and the specific requirements of the task.

| Item | NUMBER OF PLANTS IN EACH CATEGORY | | | | | | | | | | | | No. of plants in each category | |
|------------|-----------------------------------|-------|--------|-------|------------|-------|--------|---------|-------|-------|-------|--------|--------------------------------|--------------------------------|
| | Heavy | Light | Medium | Small | Very Small | Stems | Leaves | Flowers | Seeds | Roots | Stems | Leaves | Total | No. of plants in each category |
| Heavy | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Light | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Medium | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Small | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Very Small | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Stems | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Leaves | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Flowers | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Seeds | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Roots | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

* Figures in the second row appear at each category in the sub-indicate percentages

Table 78

Size of Teachers' Family

| No. of Members | NUMBER OF TEACHERS IN EACH PRIMARY SIZES | | | | | | | | | | | | Total |
|----------------|--|---|---|---|---|---|---|---|---|----|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 13 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 14 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 15 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 16 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 17 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 18 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 19 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 20 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 21 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 22 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 23 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 24 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 25 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 26 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 27 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 28 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 29 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 30 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 31 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 32 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 33 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 34 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 35 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 36 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 37 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 38 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 39 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 40 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 41 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 42 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 43 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 44 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 45 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 46 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 47 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 48 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 49 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 50 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 51 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 52 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 53 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 54 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 55 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 56 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 57 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 58 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 59 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 60 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 61 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 62 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 63 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 64 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 65 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 66 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 67 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 68 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 69 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 70 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 71 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 72 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 73 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 74 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 75 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 76 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 77 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 78 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 79 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 80 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 81 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 82 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 83 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 84 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 85 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 86 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 87 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 88 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 89 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 90 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 91 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 92 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 93 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 94 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 95 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 96 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 97 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 98 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 99 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 100 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

* Figures in the second row show total number of teachers in the subject for each size.

Table 77

Percentages of earners among members of teachers' families

| Percent of earners | NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS | | | | | | | | | | Total Urban
and Rural
schools | No. of teachers
in Urban
schools | No. of earners
in Urban
schools |
|--------------------|---|------|----------|-----|---------|--------|-------|------|-------|-------|-------------------------------------|--|---------------------------------------|
| | Head of
family | Wife | Daughter | Son | Brother | Sister | Uncle | Aunt | Other | Other | | | |
| 0-10 | 6.6 | 4.1 | 1.1 | 2.1 | 8.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 46 | 26 | 7.3 |
| 10-20 | 4.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 46 | 26 | 7.3 |
| 20-30 | 4.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 46 | 26 | 7.3 |
| 30-40 | 4.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 46 | 26 | 7.3 |
| 40-50 | 4.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 46 | 26 | 7.3 |
| 50-60 | 4.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 46 | 26 | 7.3 |
| 60-70 | 4.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 46 | 26 | 7.3 |
| 70-80 | 4.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 46 | 26 | 7.3 |
| 80-90 | 4.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 46 | 26 | 7.3 |
| 90-100 | 4.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 46 | 26 | 7.3 |
| Total | 18 | 25 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 526 | 361 | 43 |

Percentages of earners among members of teachers' families

Table 78

Percentage of Earning Dependents among members of teachers' families

| Percentage of earning dependents | NUMBER OF TEACHERS SERVING AT PRIMARY SCHOOLS | | | | | | | | | | | | Number of teachers in Urban and Rural areas | |
|----------------------------------|---|----------|---------|---------|-------------|-------|-----------|-------------|----------|---------|------------|-------|---|-------|
| | Howrah | Durrutia | Hooghly | Burdwan | 24 Parganas | Nadia | Midnapore | Bhubaneswar | Bachchan | Purulia | Jalpaiguri | Total | Rural | Urban |
| | | | | | | | | | | | | | | |
| 0 | 16.9 | 21 | 26.9 | 38.9 | 43.5 | 53 | 59.9 | 11.4 | 16 | 35 | 56 | 37.5 | 320 | 1313 |
| | 8.5 | 8.4 | 8.9 | 9.5 | 12.2 | 8.9 | 8.3 | 4.5 | 8.3 | 16.5 | 14 | 8.0 | 88.6 | 35.9 |
| 1-10 | 9 | 1 | 15 | 6 | 20 | 20 | 30 | 8 | 8 | 5 | 3 | 100 | 10 | 26 |
| | 5.3 | 4.0 | 4.9 | 2.0 | 4.0 | 4.0 | 4.2 | 4.7 | 3.5 | 2.8 | 1.9 | 12 | 2.8 | 1.7 |
| 10-20 | 9 | 2 | 15 | 6 | 38 | 4 | 34 | 3 | 13 | 9 | 12 | 20.3 | 21 | 102 |
| | 50.8 | 8.0 | 4.9 | 2.0 | 7.6 | 4.3 | 13.3 | 2.5 | 7.6 | 6.2 | 11.2 | 6.6 | 5.8 | 6.7 |
| 20-30 | 1 | 1 | 2 | 1 | 4 | 3 | 12 | 2 | 3 | 5 | 1 | 3.8 | 2 | 14 |
| | 0.5 | 0.5 | 0.7 | 0.3 | 0.8 | 3.2 | 1.7 | 1.6 | 1.7 | 4.7 | 1.3 | 1.2 | 0.6 | 2.3 |
| 30-40 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | | | 1 | 1 | 1.5 | 3 | 29 |
| | 0.3 | 0.3 | 0.3 | 0.3 | 1.2 | 3.2 | 0.4 | | | 0.7 | 0.9 | 0.4 | 0.8 | 1.9 |
| 40-50 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | 1 | 1 | 1.8 | 1 | 14 |
| | | | 0.3 | 0.3 | 0.1 | 2.1 | 0.1 | | | 2.1 | 2.0 | 0.3 | 0.3 | 0.9 |
| Not stated | 1 | 1 | 1 | 1 | 2 | | | 1 | 1 | 1 | 1 | 8 | 4 | 10 |
| | 4.0 | 0.3 | | | 0.3 | | | 0.6 | 0.7 | | 1.1 | 0.3 | 1.1 | 0.7 |
| Total | 181 | 25 | 33 | 304 | 499 | 91 | 719 | 121 | 171 | 144 | 107 | 1100 | 361 | 1528 |
| | | | | | | | | | | | 4.9 | 100 | | 43 |

*Figures in the second row against each category in the stub indicate percentages

162391

Daily schedule of work of teachers

| Type of school | NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | No. of teachers in
Lying Primary
Schools | | | | |
|----------------|---|----------|---------|---------|-------------|-------|-----------|---------|---------|-------|-------------|--------------|---------|--|------|--------|-------|-----|
| | Howrah | Darkesth | Hooghly | Burdwan | 24 Parganas | Nadia | Medinipur | Bankura | Purulia | Malda | West Bengal | Cooperatives | Unaided | Total | Male | Female | Total | |
| 15 | 18 | 12 | 10 | 26 | 16 | 02 | 1 | | | | | | | 35 | 45 | 35 | 75 | |
| 15 | 42 | 1 | 64 | 77 | 55 | 44 | 206 | 58 | 66 | 64 | 2 | 11 | 35 | 967 | 812 | 326 | 1121 | |
| 15 | 23 | 40 | 60 | 25 | 30 | 47 | 28 | 64 | 5 | 55 | 16 | 43 | 194 | 310 | 245 | 50 | 455 | |
| 15 | 11 | 11 | 15 | 19 | 40 | 49 | 493 | 63 | 101 | 47 | 124 | 65 | 122 | 40 | 309 | 387 | 697 | |
| 15 | 24 | 44 | 3 | 64 | 67 | 67 | 26 | 92 | 99 | 35 | 6 | 44 | 8 | 101 | 165 | 152 | 267 | |
| 15 | 4 | | 1 | 24 | 3 | 19 | 19 | | 4 | 1 | | | 20 | 76 | 13 | 7 | 89 | |
| 15 | 22 | | 63 | 79 | 26 | 26 | 26 | 24 | | | | | 111 | 24 | 15 | 11 | 40 | |
| Not
stated | | 1 | | | | | | | | 1 | 1 | | 1 | 4 | | 1 | 1 | |
| | 40 | | | | | | | | 07 | 07 | 08 | | 68 | 1 | 32 | 1 | 39 | |
| Total | 181 | 85 | 302 | 301 | 103 | 719 | 12 | 121 | 144 | 10 | 27 | 77 | 18 | 49 | 3100 | 877 | 65 | 158 |

¹ λ_i for the second row as a stand-in category in the stub indicate representatives

Table 792

Time Devoted to Private Coaching

| Index Number of Teacher | NUMBER OF TEACHERS IN EACH CATEGORY IN HINDI | | | | | | | | | | Percentage | | | Total |
|-------------------------|--|---|---|---|---|---|---|---|---|----|------------|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 13 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 14 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 15 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 16 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 17 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 18 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 19 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 20 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 21 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 22 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 23 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 24 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 25 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 26 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 27 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 28 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 29 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 30 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 31 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 32 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 33 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 34 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 35 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 36 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 37 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 38 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 39 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 40 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 41 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 42 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 43 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 44 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 45 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 46 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 47 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 48 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 49 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 50 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 51 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 52 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 53 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 54 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 55 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 56 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 57 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 58 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 59 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 60 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 61 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 62 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 63 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 64 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 65 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 66 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 67 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 68 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 69 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 70 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 71 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 72 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 73 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 74 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 75 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 76 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 77 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 78 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 79 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 80 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 81 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 82 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 83 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 84 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 85 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 86 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 87 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 88 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 89 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 90 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 91 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 92 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 93 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 94 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 95 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 96 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 97 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 98 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 99 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 100 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

* Figures in the second row against each category in the stub indicate percentages

Table : 7. 9. 3

Time Devoted to Higher Study and General Readers

| Time devoted to
higher study of
general reading
(hrs) | NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | | | No. of teachers
in Urban
Primary schools | | No. of teachers
in Jr. Basic
schools | | | | | | | |
|--|---|------------|-------------|-------------|-------------|------------|-------------|------------|-------------|------------|------------|-------------|------------|-------------|------------|--|-------------|--|--------------|-------------|------------|-------|-----------|------------|----------|
| | Howrah | Darjeeling | Hooghly | Burdwan | 24 Parganas | Nadia | Midnapore | Birbhum | Bankura | Purulia | Malda | W. Dinajpur | Coochbehar | Murshidabad | Jalpaiguri | Total | Male | Female | Total | Male | Female | Rural | Urban | Male | Female |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 15
8.3 | 3
12.0 | 42
13.9 | 88
28.9 | 20
4.0 | 11
11.1 | 188
26.1 | 11
9.0 | 7
4.0 | 34
23.6 | 4
3.7 | 7
5.5 | 2
2.6 | 12
6.7 | | 444
14.3 | 93
10.6 | 38
5.8 | 131
8.6 | 46
15.0 | 5
9.1 | | | 3
20.0 | 1
3.6 |
| 2 | 20
11.0 | 1
4.0 | 49
16.2 | 45
14.8 | 4
0.8 | 4
4.3 | 83
11.5 | 8
6.6 | | 16
11.1 | 4
3.7 | 10
7.9 | 2
2.6 | 5
2.8 | 4
8.2 | 255
8.2 | 75
8.6 | 29
4.3 | 104
6.8 | 40
13.1 | 3
5.5 | | 5
33.3 | 1
3.6 | |
| 3 | 8
4.0 | | 18
5.9 | 19
6.2 | | 2
2.2 | 35
4.9 | 6
5.0 | | 3
2.0 | | 4
3.1 | | 7
3.9 | 2
4.0 | 104
3.4 | 47
5.4 | 16
2.4 | 63
4.1 | 9
2.9 | 1
1.8 | | | 2
7.1 | |
| 4 | 10
5.5 | | 16
5.3 | 12
3.9 | | 1
1.0 | 18
2.5 | 7
5.8 | | 1
0.6 | | | | 2
1.1 | | 67
2.2 | 32
3.6 | 11
1.7 | 43
2.8 | 4
1.3 | 3
5.5 | | | 5
17.9 | |
| 5 | 10
5.5 | 1
4.0 | 11
3.6 | 10
3.3 | | | 20
2.8 | 3
2.5 | | | | 1
0.8 | | 1
-5 | | 57
1.8 | 33
3.8 | 7
1.1 | 40
2.6 | 7
2.3 | | | 1
6.7 | 1
3.6 | |
| Nil | 118
65.3 | 18
72.0 | 167
55.1 | 130
42.8 | 475
95.2 | 75
80.7 | 375
52.2 | 86
71.0 | 164
95.9 | 90
62.5 | 98
31.6 | 105
82.7 | 73
94.8 | 152
84.4 | 43
87.8 | 3169
43.8 | 597
88.0 | 547
84.0 | 1144
74.9 | 198
64.7 | 43
18.2 | | 6
40.0 | 18
64.2 | |
| Not
stated | | 2
8.0 | | | | | | | | 1
0.9 | | | | 1
-5 | | 4 | 0.5 | 3 | 0.2 | 2
0.7 | | | | | |
| Total | 181 | 25 | 303 | 304 | 499 | 93 | 719 | 121 | 171 | 144 | 107 | 127 | 77 | 180 | 49 | 3100 | 877 | 651 | 1528 | 306 | 55 | | 15 | 28 | |

*Figures in the second row against each category in the stub indicate percentages.

Table : 7. 9. 4

Time Devoted to Social Work

| Time devoted to social work (hrs.) | NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS | | | | | | | | | | | | | | | No. of teachers in Urban Primary schools | | No. of teachers in Jr. Basic schools | | | | | | |
|------------------------------------|---|------------|-------------|-------------|-------------|------------|-------------|------------|------------|------------|------------|-------------|------------|-------------|------------|--|-------------|--------------------------------------|---------------|-------------|------------|-----------|------------|-----|
| | Howrah | Darjeeling | Hooghly | Burdwan | 24-Parganas | Nadia | Midnapore | Birbhum | Bankura | Purulia | Malda | W. Dinajpur | Coochbehar | Murshidabad | Jalpaiguri | Total | Male | Female | Total | Male | Female | Rural | Urban | |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 29
16.0 | 7
28.0 | 115
38.0 | 110
36.2 | 101
20.3 | 16
17.2 | 322
44.8 | 43
35.5 | 49
28.7 | 62
43.0 | 22
20.6 | 23
18.1 | 17
22.0 | 33
18.3 | 4
8.2 | 953
30.7 | 191
21.8 | 85
13.0 | 276
8.0 | 162
33.3 | 11
20.0 | 5
33.3 | 1 | 3.6 |
| 2 | 34
18.8 | 1
4.0 | 54
17.8 | 30
9.9 | 46
9.2 | 9
9.7 | 131
18.2 | 13
10.7 | 31
18.1 | 25
17.4 | 16
14.9 | 26
20.6 | 10
13.0 | 9
5.0 | 3
6.1 | 438
14.1 | 105
12.0 | 18
2.8 | 123
8.0 | 41
13.4 | 3
5.5 | 3 | 20.0 | |
| 3 | 6
3.3 | 2
8.0 | 10
3.3 | 3
0.9 | 6
1.2 | 1
1.0 | 31
4.3 | | 3
1.7 | 1
0.7 | 2
1.9 | 8
6.3 | 3
4.0 | 3
1.7 | 3
6.1 | 82
2.6 | 18
2.0 | 1
0.2 | 19
1.3 | 6
2.0 | | | | |
| 4 | 4
2.2 | | 14
4.6 | 2
0.6 | 5
1.0 | 4
4.3 | 15
2.0 | 2
1.7 | | 1
0.7 | 1
0.9 | 4
3.1 | 2
2.6 | 2
1.1 | | 56
1.8 | 18
2.0 | 4
0.6 | 22
1.5 | 8
2.6 | | | | |
| Nil | 108
59.7 | 13
52.0 | 110
36.3 | 159
52.3 | 341
68.3 | 63
67.7 | 220
30.6 | 63
52.0 | 88
51.5 | 54
37.5 | 65
60.7 | 66
51.9 | 45
58.4 | 132
73.3 | 39
79.6 | 1566
50.5 | 543
62.0 | 541
83.1 | 11084
70.9 | 139
45.4 | 41
74.5 | 7
46.7 | 27
96.4 | |
| Not stated | | 2
8.0 | | | | | | | | 1
0.7 | 1
0.9 | | | 1
0.6 | | 5
0.1 | 2
0.2 | 2
0.3 | 4
0.3 | 10
3.3 | | | | |
| Total | 181 | 25 | 303 | 304 | 499 | 93 | 719 | 121 | 171 | 144 | 107 | 127 | 77 | 180 | 49 | 3100 | 877 | 651 | 1528 | 306 | 55 | 15 | 28 | |

* Figures in the second row against each category in the stub indicate percentages.

Table : 7, 6

Total monthly income of teachers

| Total monthly income (Rs.) | NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS | | | | | | | | | | | | Number of teachers in Urban Primary Schools | | Number of teachers in Rural Basic Schools | | | | |
|----------------------------|---|------------|-------------|-------------|-------------|------------|-------------|------------|-------------|------------|------------|-------------|---|-------------|---|--------------|-------------|-------------|------------|
| | Hewarh | Darjeeling | Hooghly | Burdwan | 24-Parganas | Nadia | Midnapore | Birbhum | Bankura | Purulia | Malda | W. Dinajpur | Coochbehar | Murshidabad | Jalpaiguri | Total | | Rural | Urban |
| | | | | | | | | | | | | | | | | | | | |
| -100 | 1
0.6 | | | | | | | | | | 2
1.9 | 4
3.1 | | 1
0.5 | | 8
0.3 | 51
3.3 | 1
0.3 | 1
2.3 |
| 101-150 | 25
13.8 | 2
8.0 | 16
5.3 | 20
6.6 | 104
20.8 | 1
1.1 | 40
5.6 | 4
3.3 | 3
1.7 | 3
2.0 | 5
4.7 | 4
3.1 | 9
11.7 | 1
0.5 | 1
2.0 | 238
7.6 | 91
6.0 | 30
8.3 | 3
7.0 |
| 151-200 | 113
62.4 | 21
84.0 | 200
66.0 | 183
60.2 | 299
59.9 | 72
77.4 | 436
60.6 | 57
47.1 | 133
77.9 | 79
34.9 | 77
71.9 | 71
55.9 | 50
64.9 | 101
56.1 | 39
79.6 | 1931
62.3 | 953
62.4 | 204
56.5 | 36
83.7 |
| 201-250 | 24
13.3 | 2
8.0 | 54
17.8 | 58
19.1 | 61
12.3 | 15
16.1 | 160
22.3 | 25
20.7 | 23
13.4 | 32
22.2 | 12
11.2 | 19
13.0 | 14
18.2 | 39
21.7 | 6
12.3 | 544
17.5 | 215
14.0 | 86
23.8 | 2
4.7 |
| 251-500 | 15
8.3 | | 33
10.9 | 40
13.1 | 35
7.0 | 5
5.4 | 83
11.5 | 35
28.9 | 12
7.0 | 30
20.9 | 11
10.3 | 29
22.7 | 4
5.2 | 36
20.0 | 3
6.1 | 371
12.0 | 211
13.8 | 34
9.4 | 1
2.3 |
| 500- | | | | | | | | | | | | | | | | | 3
0.2 | | |
| Not stated | 3
1.6 | | 3
1.0 | | | | | | | | | | | 2
1.1 | | 8
0.3 | 4
0.3 | 6
1.7 | |
| Total | 181 | 25 | 303 | 304 | 499 | 93 | 719 | 121 | 171 | 144 | 107 | 127 | 77 | 180 | 49 | 3100 | 1528 | 361 | 43 |

* Figures in the second row against each category in the stub indicate percentages.

Table : 8. 1 Number of Schools and of Teachers Existing in 1969 and Estimated to Ensure Compulsory Education for age-group 6-11

| | RURAL AREAS | | | | | | | | | | | | | Total Urban | Total | | | |
|--|-------------|------------|---------|---------|-------------|-------|-----------|---------|---------|---------|-------|-------------|------------|-------------|-------|-------------|------------|-------------|
| | Howrah | Darjeeling | Hooghly | Burdwan | 24-Parganas | Nadia | Midnapore | Birbhum | Bankura | Purulia | Malda | W. Dinajpur | Coochbehar | | | Murshidabad | Talpaiguri | Total Rural |
| 1. No. of Schools
a) Existing | 1379 | 547 | 1878 | 2275 | 3933 | 1472 | 5938 | 1418 | 2327 | 2194 | 1065 | 1463 | 1045 | 1651 | 1088 | 29673 | 3784 | 33457 |
| b) Estimated | 1523 | 1085 | 2531 | 3669 | 7789 | 2905 | 7730 | 2932 | 4669 | 4082 | 2867 | 2784 | 1660 | 4464 | 1667 | 52357 | 6008 | 58365 |
| c) % increase | 10.4 | 98.4 | 34.8 | 61.3 | 98.0 | 97.4 | 34.2 | 93.7 | 100.6 | 86.1 | 169.2 | 90.3 | 58.9 | 170.4 | 53.2 | 76.4 | 58.8 | 74.4 |
| 2. No. of Teachers
Estimated on the basis of
3 Teachers per school | 4569 | 3255 | 7593 | 11007 | 23367 | 8715 | 23190 | 8796 | 14007 | 12246 | 8601 | 8352 | 4980 | 13392 | 5001 | 157071 | 18024 | 175095 |
| a) 4 teachers per school | 6092 | 4340 | 10124 | 14676 | 31156 | 11620 | 30920 | 11728 | 18676 | 16328 | 11468 | 11136 | 6640 | 17856 | 6668 | 209428 | 24032 | 233460 |
| b) Observed Av. No. of teachers | 5285 | 2170 | 9137 | 12108 | 26405 | 8715 | 22262 | 8415 | 11065 | 7225 | 8744 | 7990 | 5395 | 10669 | 6435 | 157071 | 32563 | 208363 |